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Connecticut College

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# THE COLLEGE VOICE

Volume XVII, Number 17

Ad Fontes

March 1, 1994

"Thank you for coming ..."



Yung Kim/Features Editor

**President Bill Clinton came to Norwich on Thursday to discuss his health care plan with senior citizens. Area residents turned out in droves to see him. Here he shakes hands with the multitudes at the Groton Airport. See story, p. 7.**

## Contingency funds targeted to cover lost tuition revenue

BY APRIL ONDIS  
News Editor

Lynn Brooks, vice president for finance, said the budget shortfall which may result from low enrollment rates is "only a projection."

According to Brooks, Connecticut College has an enrollment 60 students smaller than was projected when this year's budget was developed. This loss of revenue, he said, will be at least partially offset by investment earnings and unrestricted bequests to the college.

The college had projected approximately \$1.4 million more from tuition revenue than it received last semester, Brooks said.

Brooks said that there is a possibility that the college will need to declare a deficit at the end of this fiscal year. "We had a lot more small, unrestricted bequests last year. This year, the number [of unrestricted bequests thus far] didn't jibe with where we thought we were," said Brooks.

Last year, the college allocated approximately \$850,000 to this year's budget as a contingency fund. This was meant, according to Brooks, to be available for offsetting "some of the unexpected costs that arise each year."

Last year, the college anticipated a \$1.5 million shortfall, caused mainly by increases in health care costs. To offset a potential deficit, the Priorities, Planning, and Budget Committee conducted a semester-long budget restructuring process,

involving the entire college community.

Brooks said that about \$750,000 of this would probably be used to make up the revenue that had been projected to come from the tuition fees of the 60 expected students.

"We will get through this year without disruption to academic or community life on campus," said Brooks.

Brooks said that the college will do some restructuring this spring in order to lower costs to offset the potential shortfall. "We will look carefully at every open position, at equipment expenses, and at travel," said Brooks.

Claire Matthews, vice president for planning and dean of admissions, said that the college was not aware of an enrollment shortfall until August of this year. After speaking to members of the Financial Aid Office, and checking with the Registrar to get the final number for fall enrollment, she said she had an indication that there was significantly lower student enrollment than the college had anticipated.

Matthews said that the college bases each year's budget on projections of variable factors, including student enrollment. "We never know what enrollment is at the college until after the add/drop period each semester. Before that, you have a budget number for enrollment which is entirely speculative," said Matthews.

Both Matthews and Brooks said

See Potential, p.5

Arsonist at large:

## Four suspicious fires damage College Center and Larrabee

BY AUSTIN JENKINS  
The College Voice

In response to last week's fires in Larrabee and the College Center, Campus Safety has stepped up patrols and is locking academic buildings earlier than usual each day. According to Catherine Wood-Brooks, dean of student life, these heightened security measures will continue indefinitely.

Meanwhile, on Thursday, *The Day*, New London's daily newspaper, reported that the cause of Tuesday's fires was arson. The New London Police Department and the New London Fire Department would not confirm this report or comment on any aspect of the ongoing investigation with *The College Voice*.

William Peabody, director of physical plant, said the fires, which occurred at about noon on Tuesday, caused between \$70,000 and \$100,000 damage to the College Center's Return To College students' lounge and three kitchenettes in Larrabee.

Just one week earlier, two smaller fires were discovered in women's bathrooms in the College Center and in Blaustein, said Peabody. The community was not alerted to these fires via voice-mail or a security alert. "It wasn't a hidden agenda, it just wasn't seen as a community alert situation," explained WoodBrooks. For now, all academic buildings are locked by 11:30 p.m. and Campus Safety records the names and ID numbers of students who ask to remain in a building after it is locked. Students are told not to let anyone else inside. "It's the honor code at its best," said WoodBrooks.

The fires transformed Cro Boulevard into a chaotic scene for about two hours midday Tuesday. As evacu-



Rob Sumner/Photo Editor

Firefighters had to smash the windows of the RTC lounge to get at the blaze inside on Tuesday. Their efforts to put out the fires contributed to the estimated \$70,000-\$100,000 damage to Cro and Larrabee.

ees and the curious gathered outside both buildings, many unaware of the nature of the problem, the New London Fire Department thundered onto campus in three engines and two ladder trucks.

Two ambulances, a New London police officer, and the fire chief followed close behind. Fire hoses were

See Physical, p.6

## Draft of new Strategic Plan released; encourages input from community

BY YUKI TESSITORE  
Associate News Editor

Aiming to guide the course of Connecticut College over the next five years, the new draft of the Strategic Plan moves into the second phase of the planning process.

Through the presentation of the first draft in *The College Voice*, the Strategic Planning Teams hopes to gather feedback, criticism, and suggestions for improvement.

The framework of the plan consists of "the vitality of academic life, the building of diversity and community, and the sustaining of financial strength... and [is] broadly representative of our community, including faculty, students, administrative staff, alumni and trustees," as stated in the *Interim Report of the Strategic Planning Teams and Preliminary Draft of Proposals*.

According to Roberto Ifill, program associate on advising and planning and associate dean of the college, this document will be acting as a "draft [which will be] just the beginning or continuation of a dia-

logue [with the college community].

Ifill is the liaison between the three Strategic Planning Teams and is the main author of the draft of the plan.

Ifill said that the formal presentation of the plan will take place at the next meeting of the Board of Trustees on May 6. Until then, the draft will undergo more revision in response to students' reactions to the plan.

In terms of a publicizing and obtaining feedback in addition to *The College Voice*, Ifill said that the college will proceed through three

methods: open forums, discussion groups made up of various members of the college, and "focus groups."

Open forums will take place "possibly at a table at Cro for example... [we will do] whatever it takes to talk so that the discussions are representative of a diverse group [of the college community]," said Ifill.

Second, Ifill said that it is necessary for "members of various organizations and departments on campus such as the English department, FSCC, MSSC... [to gather together]

See Ifill, p.5

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Comics p.12

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C.J. Stuart sets single-season scoring standard





## CONNNThought

## Students, it is your time to lead

Ambitious in scope and heavy in text, this first draft of the new Strategic Plan offers a welcomed opportunity to explore as a community the future of Connecticut College.

While light in specifics, the plan outlines a number of new pursuits and goals for the college, all of which merit debate and discussion. A variety of focus groups, open meetings, and discussion groups will provide more than ample opportunity for community members to ponder, dissect, and expound on the proposals contained within the draft.

The importance of active student participation cannot be overstated. The Board of Trustees will be presented with the final plan on May 6, by which time they need to be able to gauge student reaction to the several planks of the plan.

Many of the proposals have a direct impact on students on this campus, such as mandatory computers in dorm rooms, a required two-credit tutorial program, and a monthly all-campus convocation. Perhaps the most important recommendation in the Plan is the modification of the college's financial aid need-blind admissions policy. This policy, which students have reiterated their support for every year, is essential to maintaining a diverse student body and is consistent with the college's traditional emphasis on maintaining socio-economic parity among students.

This change, combined with merit scholarships, marks a major shift in the college's ideals, a factor that cannot be easily overlooked. The current policy is expensive, and costs in financial aid are projected to continue to rise. However, this is indeed an area of "heartland" at the college, and we must maintain our commitment to the policy, even at the expense of other areas of the college.

You must be aware that the possibility exists, without a strong student mandate to maintain the current policy, for approval of a modified need-blind policy. Speak up now; let the college know how important financial aid is to you and how the current policy must be maintained for the generation of Connecticut College students.

True, there are students on the committee, but these students themselves admit that they cannot possibly speak for each student on campus, or adequately represent the majority student opinion at this time. The student body needs to let the team members, especially the student representatives, know exactly what it thinks of this important document.

The future of this college is in your hands. Let your voice be heard, and make sure that you understand the implications of the Plan well. Students, this is your time to lead.

## Be wary of global warming

The year is 2035. The midwest farm belt is experiencing the worst droughts in recorded history. Complete desertification is spreading through regions that once contained some of the most fertile soil in the world. The domestic food supply is severely threatened, and the hundreds of millions of people in foreign countries who always relied on the "American Bread Basket" for their basic survival have been completely cut off. Millions are dying of starvation and diseases related to malnutrition.

The Mississippi and other major rivers become giant mud flats during the summer months, cutting off trade, disrupting the natural flow of sediment to the ocean, and causing the extinction of thousands of species of animals.

Super-hurricanes, unlike any the Earth has ever experienced, are frequent and devastating. 50% greater in intensity and with winds up to 225 mph, these hurricanes ravage port cities like Boston, New York, and Baltimore, causing mass destruction and death. Weather extremes such as heat waves, droughts and hurricanes are frequent and intense.

The ocean level has risen four feet due to thermal expansion and melting polar ice caps. Low lying coastal areas are forever part of the ocean floor. Much of Florida has disappeared. Islands such as the Maldives off India, the Marshall Islands and the Caribbean Islands have become like the mythical Atlantis, existing only in our memories. This loss of land surface has created a new kind of refugee, along with the accompanying homelessness, poverty, and death. 90% of US wetlands are destroyed.

Global rainfall patterns have altered dramatically. The cost of restructuring US dams and irrigation systems is costing taxpayers between \$7 billion and \$23 billion. Worldwide, the cost is \$200 billion.

Economic systems, highly dependent on ecosystems, are not able to adjust to the climatic changes and are disrupted, causing unprecedented and incalculable poverty and unemployment. Entire ecosystems are dying because they are not able to keep up with the rapidly migrating temperature zones and millions of plant and animal species go extinct. Structures such as bridges, roads, and dams are not able to handle the climatic stress and are in dangerous disrepair. Saltwater has inundated our few remaining fresh water supplies, making drinking water scarce for every person on earth. Insect pests, bacteria, and viruses thrive in the warm weather and cause mass death from disease and destruction of vital crops.

What I am describing are the very real effects of global warming. Climatic change is inevitable due to the massive amounts of long lived chemicals and heat retaining gases we have already poured into the atmosphere for decades, but the gruesome world I have described is avoidable. The difference between unprecedented global disaster and manageable change is a matter of what we do in the next decade. This is an emergency! If we do not start changing our ways today, the horror story I have depicted will become a reality for us and our children. I am pleading with you not to take this lightly because we will all suffer horribly for our gapathy. We all have the power to maintain a livable world and we need to start taking control of our

common future ... today!

Here's what you can do:

• **REDUCE! REUSE! RECYCLE!** The energy needed to produce products such as paper and beverage cans is invariably created by burning fossil fuels and emitting atmosphere harmful gases. Landfills for domestic waste are producing large amounts of methane through anaerobic decomposition. Methane as you could guess is one more on the list of "bad" gases, so sending less trash to the dump means emitting less on the rebound.

• **Cut down on fossil fuel (BIG carbon dioxide emitter) consumption.** Unfortunately in the present state of the world, it is nearly impossible to eliminate fossil fuels entirely from our lives, but we can moderate our use by driving our cars less (public transportation when possible), saving energy by using less electricity (most utilities run on coal or oil), and supporting renewable energy sources as they start to take hold in our near future.

• **Oppose deforestation of the world's forests, especially rain forests.** Rain forests are among the most productive ecosystems in the world, which naturally makes them huge sinks for the excess carbon dioxide emitted into the atmosphere. In other words rain forests are our natural protection systems from global overheating. You can help save the rain forests by supporting your the Rain forest Action Network and CRAG right here on campus. Boycott cattle products (Yes, hamburgers included). Nearly every country from Mexico to Brazil has undergone massive destruction of forests in the interests of cattle production. Plant a tree in your back yard at home. If we all did this, the world's tree population would increase by nearly five billion.

• **Boycott chlorofluorocarbons (CFC's).** Dupont, producer of chemicals, synthetic fabrics and an array of other wonderfully synthetic doo-dads is the world's leading producer of CFC's (besides our own Space Shuttle), and CFC's, of course, are very harmful to stratospheric ozone. Buy natural fabrics like wool and cotton over synthetics like Gortex and Polar Fleece 500. Stop spraying your underarms with atmospheric poison—even if that spray can attractively advertises "No CFC's" adorning a little picture of the globe, chances are that the replacement for the gas in question is still ozone degrading. Finally, if your parents are thinking of getting a new fridge, make sure they either sell the old fridge to another user or get the CFC containing freon within properly disposed of so it doesn't end up as part of the problem.

The list goes on and on, but a solid start can be initiated by simply recognizing the fact that global warming isn't one of those problems that can be remedied upon arrival. The gases we are emitting now will harm us in ten years, and the gases we emit tomorrow in ten years and a day. Each person who contributes their small amount to the problem is responsible for contributing a small amount to the solution. Educate yourself so your decisions are well founded. Recognize your part in our global community. Empower yourself to preserve our "common ground."

Mark Lucey  
Class of 1995  
Pete Esselman  
Class of 1994

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The College Voice is a non-profit student-produced newspaper. Editorial offices are located in the Crozier-Williams Student Center. Advertising schedules are available upon request. Letters to the Voice will be published on subjects of interest to the community. The deadline for all letters is Thursday at 5 p.m. for the following week's issue. Because of the volume of mail and other considerations, we cannot guarantee the publication of any submission. We reserve the right to edit for clarity and length. All submissions must be typed, double-spaced, signed, and include a telephone number for verification. Opinions expressed in the Editorial are those of the College Voice Publishing Group; those expressed elsewhere in the paper are the opinions of the writers and do not necessarily reflect the views of this paper.

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## I-Pride announces schedule for awareness week

I-Pride, the interracial awareness student club, has been promoting and expressing the concerns of multi-racial peoples here at Conn for the past three years. This year is no exception, and I-Pride has planned an awareness week comprised of an excellent array of events beginning March 1 until the 7th. The events are as follows:

**Tuesday, 3/1 — An Interracial Forum/Panel and Discussion on Interracial Dating from several perspectives. The Coffee Ground. 7:00 PM**

**Wednesday, 3/2 — Movie, "None of the Above." An excellent 30 minute documentary depicting the lives of people of mixed heritage, "the racially unclassifiable." @ Unity House. 7:00 PM**

**Thursday, 3/3 — Keynote Speaker, Malvan Lam, a legal anthropologist of French and Vietnamese heritage, will discuss, "Racial Classification and Cultural Identity." How do you classify yourself? Is that really you and why do you say that? @ The Ernst Common Room. 7:00 PM (there will be a reception at 5:00 PM in the Unity Library)**

**Friday, 3/4 — Dance Party in Morrison. 10:00 PM**

**Saturday, 3/5 — Followup discussion to Interracial Forum, lead by Haywood Burns, Queens College Law School, New York, @ Unity House Pepsi Co Room. 4:00 PM**

Racial identity is an important and controversial issue and I-Pride needs your support in educating people and increasing the awareness. I hope you are able to attend as many events as possible. I-Pride thanks you for your support. For more information call Unity House ext. 2628.

## Correction:

The 1.1 million dollar budget shortfall is only potential; the college will not know the effects of the year's low enrollment until July 1 ("College to face undisclosed million dollar budget shortfall," The College Voice, February 22, 1994).



## CONNThought/Viewpoint



Graphic by Kathy Burdette

### Conn's new cheerleading squad: New committee formed to increase institutional pride

A new college committee formed to foster a greater sense of pride in Connecticut College is seeking student members to help initiate pilot projects that will increase school spirit.

The committee, approved by the college cabinet in January, will be responsible for initiating projects and reviewing project ideas brought forward from other students, alumni, faculty and staff. The committee will have \$25,000 at its disposal to fund new grass-roots projects.

"Connecticut College is a great place to be a student and to be an alum, but it seems like many people don't recognize it," explained Charlie Luce, the former director of athletics who now works for the alumni association. He has spent the last year working with an *ad hoc* "institutional pride" student committee observing student culture and researching levels of alumni engagement in the college.

"We all should feel proud to call Connecticut College our own," Luce said. "This committee will help us all see how special this place really is."

Although now headed by Luce, the effort to increase institutional pride was initiated by students. Seniors Knute Gregg, Jen Lapan, Chris McDaniel, Kerry Overton and Esther Potter approached administrators last year because they were concerned that students were not actively engaged in major campus events.

Funding priorities for the committee will be projects that will enhance institutional pride and increase alumni engagement. Projects that instill a sense of school spirit, broaden career services for undergraduates and alumni, and encourage alumni involvement in the college will get high priority.

Luce said about five students are needed to fill out the committee, which also will include representatives from faculty, staff and alumni. The committee will meet at least quarterly.

"I need students who are proud of Connecticut College and who understand how important it is for everyone to feel the same way," Luce explained.

Proposals for grants from the committee should include a statement about the problem the project will address, a detailed description of the project, a budget, the results expected, a timetable for implementation, a list of key personnel and plans for cooperation with other college organizations. Application deadline is April 25. Grants will be awarded June 1.

Students should call Luce at extension 2649 for more information.

Joe Silvestri  
Associate Director for Public Information

### Brooks Clarifies Budget Issue:

## Budget gap is only potential

#### Letter to the Voice:

In your current issue, a potential shortfall in this year's college budget is the subject of a front-page story and editorial. These pieces highlight the difficulty we face in working with current year budget issues at the same time as we develop the budget for next year. The purpose of this letter is to clarify the processes followed and the role of PPBC in an effort to avoid any misleading conclusions that could be drawn without a clear picture of the processes and responsibility.

Most important, and contrary to *The Voice's* headline, the college is not facing a financial emergency or crisis. It is true that total enrollment is down this year. It is also true that total current enrollment is at the lower end of the normal variation, when the rate of tuition increases is being lowered, and when other expenses such as health insurance costs are higher than anticipated, there are significant pressures on the college budget.

During the preparation of the 1993-4 budget, PPBC led the community through a major restructuring process, which began in February, 1993. The main purposes of this exercise were to shift resources from non-core to core areas and to increase reserves for contingencies in anticipation of unexpected and unpredictable events. Fortunately, we were able to accomplish both goals as the budget restructured a total of \$1.3 million and contained more reserves for contingencies than any budget in recent memory. This process highlights the major budgeting role of the PPBC: to prepare and recommend a balanced budget to the administration based on parameters adopted by the Board of Trustees, i.e., tuition increase and salary program. Once the budget is adopted, PPBC's role is completed and the management of the budget becomes the responsibility of the administration. PPBC then begins the process of developing the next year's budget. PPBC is currently working on recommendations for the 1994-95

budget.

Last fall we were aware and reported to the community that enrollment was at the lower end of the normal variation, and lower than anticipated in the budget. Because we have had significant variations from semester to semester, however, it was not until early February that we knew the precise impact for the whole year. Also, by that time we had a better idea of the other variances in the budget to further guide our efforts to address the situation. As of this date we are forecasting that after taking the contingencies into account we may have a shortfall in this year's budget of between 0.5% and 1.5%. We are never satisfied with any amount of budget shortfall, and will make every effort to control expenses for the remainder of the year to reduce the projected short fall. Some steps have already been taken and further information on this effort will be forthcoming next week.

At the same time, a key priority for PPBC is to work with the community to develop a budget for 1994-95 that will continue to enhance our academic programs and quality of life on campus, while sustaining our progress toward strategic goals. To accomplish this, PPBC will need the help of every member of the college community. At its regular meeting this weekend, the Board of Trustees will establish the tuition increase and salary program for the 1994-95 budget. Once that is done, PPBC will have the necessary information to share with the community the available options and choices that will have to be made to achieve a balanced 1994-95 budget. It has always been PPBC's intention that the process of identifying and making these choices be both open and egalitarian, and as happened last year, the entire community will be involved.

Lynn Alan Brooks  
Vice President for Finance

## SGA to vote on establishment of pilot program

*If passed, new program will provide Honor Code advisors for students who appear before J-Board*

This coming Thursday, one of the most significant proposals of the year will be voted on by the SGA. This proposal will dramatically improve the rights of students appearing before the Judiciary Board by giving them the opportunity to discuss their cases with highly screened and extensively trained advisors prior to their hearing.

If the proposal passes, the Ad Hoc Honor Code Committee will immediately begin the selection and training of a corps of advisors. Within a month, every student scheduled to appear before the Board as an accused, accuser or witness will be given a list of the names and numbers of these advisors. They will then have the option of contacting one of the advisors to confidentially discuss the details of their case. They may not reveal the names of any of the people involved in their case. The advisor will inform them of their rights, familiarize them with J-Board procedure, help them more thoroughly gather

evidence, and assist them in preparing a written and verbal statement.

Presently, a student appearing before the Board has the option of reading their handbook or of contacting the J-Board

Board handbook is slightly less entertaining than a keg party. For whatever reason, students are not getting the information they need to best prepare for a J-Board hearing. Thursday night's proposal can solve that problem.

One final, and key, part of this proposal is that it is a pilot program. We've proposed it as such so that we can evaluate the program's strengths and weaknesses. The entire program will automatically expire at the end of this academic year unless the SGA votes to extend the pilot period or establish a permanent corps of advisors.

We urge you to discuss the proposal with your Senator, or if you have any questions, to call us (Sara x3604, Deirdre x3615) or any other

member of the Ad Hoc Honor Code Committee.

Sara Spoonhelm  
Deirdre Hennessey  
Class of 1995

**'The advisor will inform them of their rights, familiarize them with J-Board procedure, help them more thoroughly gather evidence, and assist them in preparing a written and verbal statement.'**

Coordinator. In our experience, students rarely call the Coordinator or read their handbook. This may be because the Coordinator is a member of the Judiciary Board and participates in deliberations. It may also be because reading the J-

### The Happy/Ugly Walls:

## Smith censorship not necessarily just a case of miscommunication

#### Letter to the Voice:

I must thank Tamara Scheinfeld for responding to my recent editorial concerning an incident of artistic censorship in Smith. I agree with her statement that "all too often, communication on this campus breaks down" — clearly the creators of the Happy/Ugly Walls and the dorm's maintenance staff failed to communicate with one another.

While she defended the position of the staff, Ms. Scheinfeld did not, in her article, address the perspective of the students in-

involved. She asserts that students should question actions that disturb them or policies they do not understand. When my friend was ordered to dismantle the collage, he asked the custodian a simple and rational question: "why?" This student, instead of an explanation, received a reiteration of the option to either remove the Happy and Ugly pictures from the walls of the hallway or pay a \$50 fine.

I have carefully examined the walls that were once covered with the Happy/Ugly walls,

and have not found a trace of writing. I have spoken with some Smith residents, none of whom are aware of any comments concerning the collage ever having been written on the walls of the hallway. The only comments I am aware of concerning the murals were posted after the Walls had been dismantled: signs of protest and neatly typed essays on our Constitutional freedom of speech were taped to the wall. Someone promptly removed these posters and signs.

I have been trying for several weeks to

schedule an appointment to speak with President Gaudiani, but her calendar seems to be full. Unable to speak to an administrator who is fully conversant in school policy, I defer to the press. I am "bitching about what I don't like" because asking "why it is how it is" elicited no response. Students should not be afraid to voice their opinions and concerns.

Meredith Kasten  
Class of 1997



## News

Interim draft of the new Strategic Plan:

## Ifill says focus groups, open meetings keys to publicity

Continued from p.1

to see whether people have common concerns."

Ifill said that the college will also proceed through "focus groups" (no more than six groups with eight to ten people) which "will create a more intensive discussion than an open forum."

A facilitator will participate with various groups by preparing questions to spur discussion. These questions will include opinions about the state of the college, whether the Strategic Plan is responsive to the community's concerns, and what will be needed to change and reform the plan.

Ifill said the teams and the administration, "hope that the team members' discussions will ascertain feelings and ideas to mingle," and process in order to respond effectively to the community's concerns. He also hopes that all three methods will accurately "represent all of the faculty and student's opinions and critical issues," said Ifill.

"We want to talk to people not generally consulted ... and focus on the community and their decisions and actually go beyond their decisions ... whether it take place in dining halls, classrooms, you name it. Through presentation and implementation, we hope to obtain the community's aspirations and tackle the plan throughout the process," said Ifill.

Ifill explained his definition of ownership as it applies to the review of the draft of the plan. "Ownership means that you own and belong to the college community. This means intense discussions, and not just leaving it in the room, but engaging others in governance. This [process becomes a] educational process, one of mutual education in exchanging ideas."

In terms of the key points of the Strategic Plan, Ifill said that through the division of issues of academics, finance, and community and diversity, each section proceeds in presenting an evaluation of past reforms and future initiatives.

In dealing with fiscal stress, "[Our] fiscal growth lasted for five years, [but during that time] we had good management and achieved progress through endowments. However, our reach now exceeds our grasp [so that] we must worry year to year about our budgets," said Ifill.

Ifill added that "we need a better balance of fiscal management and to not depend on tuition revenues, but to increase, that is, double our endowment."

Ifill also said that "managing the costs will make jobs better and productivity (in terms of technology) work even smarter."

In terms of the community and diversity issues, Ifill sees "challenges ahead in gender,

race, ethnicity, religion ... and the need to obtain diverse points of view. [Although we are in a time of fiscal stress], as far as 'guarding our turf,' we need to make a tradeoff with value judgment ... if one [student] does good work, it won't matter financially. We must set priorities as a community and [admit the students] that we want."

According to the draft, one of the main initiatives of the Community and Diversity team is establishing the necessary support for the proposed Center for Community Challenges, a plan "designed to foster collaboration between the College and the New London community, to encourage greater participation in national and international service programs, and to develop a curriculum that incorporates service learning and the principles of effective community leadership both on and off campus."

Ifill said that this center would broaden the "distinctiveness of the college in affecting agents of change and leaders in service ... We're not just doing 'good' work, but actually pushing the agenda forward," said Ifill.

In terms of the Academic Team, the draft described "the establishment of an 'Academic Technology Laboratory' for teaching, research and creative work by both faculty and students that will include physical facilities, support staff, equipment, and software."

This plan may also require students to obtain personal computers in order "to actively participate in technological expansion and innovation."

The proposal from academic team also involves SGA participation as far as conducting a study of how students engage in academic work and how activities can become more challenging.

Saveena Dhall, SGA president, said that this idea should go into effect once the Strategic Plan is implemented, but is only a drafted proposal right now.

However, if pursued, "it will either be a study or survey ... [facilitated by] house senators in dorms. The General Education discussions are an example of this type of study. A couple of years ago, SGA challenged the EPC with the fact their studies were not as challenging as they could be. [Conducting the survey] will definitely be more concrete [if pursued] next year," said Dhall.

In terms of the future, the PPBC encourages suggestions and opinions from the community. According to the *Interim Report of the Strategic Planning Teams and Preliminary Draft of Proposals*, with the presentation of this plan, "we are here to make a profound and distinct difference in the lives of those who join our community [and] in the lives of those whom they contact."

# The College Voice

IS CURRENTLY ACCEPTING APPLICATIONS FOR THE 1994-1995 YEAR.

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## News

# Trustees set lowest tuition rate increase in 20 years

BY APRIL ONDIS  
News Editor

In keeping with the rising cost of living and other external economic factors, the Board of Trustees voted for an increase in the tuition rate lower than any increase in the past twenty years, according to a press release from the Office of College Relations.

John Evans, chair of the Board of Trustees, said that with a lower increase in the tuition rates, an increase in financial aid, the continued growth of health care costs, and continued lower enrollment, the college will be required to cut costs even further.

Tuition for room, board, and fees for the 1994-1995 academic year will be \$25,250, a 4.5 percent in-

crease over this year's tuition.

"The Board understands that this decision has a direct impact college budgets for the next several years. Lower tuition increases and increased financial aid mean a much tighter belt. We must keep reducing spending in some areas to make sure Connecticut College expands its academic quality and remains an option for qualified students regardless of family income," said Evans.

The college will increase the amount of financial aid money it has to offer by \$500,000. The increase is seven-tenths of a percent greater than last year's increase.

Evans said that increasing financial aid is critical to maintaining socio-economic diversity on campus. Currently 52 percent of the student body receives some form of

financial aid from the college's \$7 million financial aid budget.

The Board announced that the college will support the increase in financial aid resources and the lower increase in tuition through "cost savings" and "increased fundraising."

According to a press release, members of the Priorities, Planning, and Budget Committee informed the Board that the Committee intends to continue with last spring's budget restructuring process. According to Lynn Brooks, vice president for finance, the community-wide budget restructuring efforts which took place last spring saved the college approximately \$1.3 million.

The Board announced that it had accepted the following gifts to the

college: \$500,000 from an alumna for a term chair, a \$125,000 endowment for music department, and a contribution from the David Gordon Hanes Foundation providing

interdisciplinary research opportunities through the purchase of electronic databases.

Despite the recommendation of the PPBC to defer the move until next year, the Board voted to fund the

final year of its plan to close the gap between Connecticut College faculty salaries, and those of faculty members at other institutions, said the press release.

"A study four years ago showed that, while staff salaries are competitive, faculty salaries were substantially below the midpoint of our peer comparison group," said Evans.

Despite the funding the gap closing, the Board voted against across-the-board salary increases for faculty and staff members this year as a means of controlling costs.

Lynn Brooks, vice president for finance, said that this is part of the continuing the "effort to hold down tuition increases, provide more scholarships, strengthen our academic programs and provide the long-term stability and security for the staff that comes from having a strong institution."

However, the Board voted to set aside \$100,000 to recognize outstanding performance among staff members.

The Board also announced that

certain academic areas will receive new spending, including attracting and retaining "top" faculty members, and creating new academic opportunities.

***'A study four years ago showed that, while staff salaries are competitive, faculty salaries were substantially below the midpoint of our peer comparison group,'***

— John Evans,  
chair of the Board of Trustees

"Over the past year, the college community has shown its mettle by making and accepting the tough decisions that were necessary to cut spending in order to preserve and bolster our strengths. That effort must continue. The Board has confidence that the faculty, students, and staff will keep working together to achieve these goals and make choices that will lead to long-term financial stability for the entire college community. Make no mistake, these efforts are critical to Connecticut College remaining a premier national liberal arts college," said Evans.

The following four faculty members were promoted by the Board, according to a press release: Harold Juli was promoted from associate to full professor, Francis Shields was promoted from adjunct assistant professor to adjunct associate professor, Douglas Roberts was promoted from adjunct associate professor to adjunct professor, and Anne Parmenter was promoted from adjunct professor to adjunct assistant professor.

## Potential budget shortfall not covered up, says Matthews; difficult year was anticipated

Continued from p.1

information about the potential shortfall had not been made available to the community as a whole and there had not been an attempt to conceal the fact that there was a lower rate of enrollment and the effects a shortfall would have on this year's budget.

"There was no intention of keeping that secret at all. We were just keeping people posted. Until we knew what the real number was or what the budget implications were, why be alarmist? Why cause people to be concerned? But it was not intended not to be general knowledge," said Matthews.

Matthews said that Robert Hampton, dean of the college, made a report on enrollment to the faculty. However, according to Saveena Dhall, SGA president and PPBC member, no such presentation was

made to the Student Government Association, or to other student groups.

Matthews said that one reason why the college had not released information to the community at large about the potential shortfall, although it done so last year, was that this year's projected shortfall is not thought to be as critical. "The problem this year isn't of the same magnitude," said Matthews.

Matthews said that the PPBC was aware during the restructuring process last year that this would be a difficult year as far as the budget was concerned.

"Not only was there a shortfall last year, but we also knew we weren't going to be raising tuition as much as we would like to in terms of creating a budget. That whole restructuring effort was an effort to cut costs for this year's

budget," said Matthews.

Brooks said with the exception of the money set aside for contingencies, the college's budget is not very flexible. "Our budget is dominated by personnel costs—salaries, wages, and fringes (such as health care benefits)," said Brooks.

Because the flexible part of the budget is fairly small, Brooks said that the college has had to learn to "build in" flexibility through the contingency, or the college will have a potential shortfall.

Although Brooks acknowledged that many colleges and universities are experiencing tougher economic times, he sees the potential shortfalls of this year and last as "aberrations rather than trends." But Brooks said that the college will continue to "be conservative, and plan on lower enrollment" so that budget shortfalls will be easier to avoid.

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## News

# Physical Plant cleans up after fires; community back to normal on Wednesday

Continued from p.1

threaded between cars, melting snowbanks, and onlookers.

Smoke billowed and several students hooted approvingly as a firefighter attacked the RTC lounge from the outside, smashing windows and ripping out venetian blinds.

A first-year student assisted a physical plant mechanic and a campus safety officer put out the fires in Larrabee before the fire department arrived.

All four blazes were extinguished quickly. Water and smoke accounted for most of the damage. Both buildings and KB, which is on the same alarm system as Larrabee, were closed for several hours following the fires while state and local fire officials investigated the blazes.

Freshman Jake Marin was returning to his room on the third floor of Larrabee when he

smelled smoke on the second floor. "In the kitchenette was a whole big recycling bag filled with paper and magazines sitting on the burners and the burners were on. The bag was kind of smoldering. I stomped it out and opened some windows," said Marin.

After the building was evacuated, Marin re-entered the building with a campus safety officer to show him what had happened. Acting on another student's tip, they found a similar scene on the fourth floor.

"We ran up to the fourth floor and there was the same thing. Both burners were on and a sponge was on one and a folded up paper bag was on the other and it was pretty much smoldering," said Marin.

On the third floor they found the kitchenette fully engulfed in flames. "We got down there and we turned the corner and I realized this one was way out of control compared to the other ones. At that point we jumped back and the officer said 'get out of here' and he yelled on his radio for help to put it out and I started down the stairs," said Marin.

Pat Schafer, a physical plant mechanic, turned off the circuit breaker to the burner and used a fire extinguisher to help put out the third floor fire.

In the College Center, an automated voice, part of a sophisticated alarm system installed during last year's renovation, directed the building's occupants to evacuate through the nearest exit.

But, according to Mark Hoffman, manager of the College Center and coordinator of student activities, few took the alarm seriously.

"It's sad that it took people as long as it did to react. Even when we were saying it was real most people weren't treating it seriously. You always have to assume there's a fire when you hear alarms; that's why we have these elaborate systems," said Hoffman.

Junior Kim Conniff was at the blood drive when the alarm sounded. "I just finished



Yung Kim/Features Editor

After the fires were extinguished, the firemen gathered their equipment and passed on the job to the cleaning crews.

giving blood in the College Center and the alarm came on and it said there's been an 'adversity' in the building. There were people with actual needles in their arms when this happened."

Most of the damage to the RTC lounge and the College Center was caused by water from the sprinkler system. Water poured through the ceiling onto the first floor damaging an estimated \$1,000 worth of merchandise in the convenience store. The store remained closed until Thursday morning.

In the post office, mail was hurriedly carted out the back door and tarpaulins were placed over equipment and furniture. In the midst of the mail evacuation postal assistant Pam Bagwell shook her head and said, "Quite a mess in this beautiful building."

Smoke accounted for most of the damage to Larrabee said Physical Plant fire safety mechanic Roger Fortier. "There's not a lot of damage. A hot plate was destroyed and a little bit of the walls are blackened in the common rooms. It's smoky up there." He added, "I think we have a fire bug in our midst."

Physical Plant and custodial staff rallied to save the recently renovated College Center from further damage. Using sump pumps, water extractors, and squeegees they sopped up water which had leaked through to the first floor and into offices along the second floor wing where the RTC lounge is located.

Jim Anderson, supervisor of custodial ser-

vices explained the process. "You've got to soak up the water before it seeps into the walls and the electrical system and carpets. Then we'll shampoo the carpets to get the smoky smell out."

The clean-up operation was so successful the College Center was re-opened Wednesday morning. Except for some missing ceiling tiles and a smoky odor, there was little sign of the previous day's calamity. Peabody praised his staff for a job well done. "The clean-up effort was amazing," he said.

Some seniors said these fires reminded them of freshman year when a student pulled seventeen fire alarms in a two week period, and then set a fire.

"It reminds me of freshman year in terms of how threatened people feel," said Larrabee resident Melinda Caroline, a senior.

Larrabee housefellow Hilary West said she thinks her residents were especially wary Tuesday night and Wednesday. "They've been very cautious, especially Wednesday. I think as time goes on, people will become more relaxed," she said.

Tuesday night following the fires, New London Police were called to campus because a fake Molotov Cocktail was found in front of Smith Housefellow Sarah Sutro's door. According to Sutro, the bottle contained tea and the student who placed it in front of her door said he was just playing a joke.



Rob Sumner/Photo Editor

Jon Finnimore, publisher of *The College Voice*, points out the fire damage to the wall in the RTC lounge in the College Center.

## Community celebrates diversity and understanding during Black History Month

BY CARRA GAMBERDELLA  
The College Voice

Films, lectures, dinners, art and music were the hallmarks of Connecticut College's celebration of Black History Month. Throughout the month of February, UMOJA sponsored events ranging from a campus-wide soul food dinner, to an African storyteller to Unity House parties, hoping to make the college community aware of the role that African-Americans play in our college and in our world.

With the African-American Art display of Connecticut College graduate Alphonso Thompson, '80, decorating the walls, and the music of the Conn Chords, the Schiffs, and the Unity Gospel Choir echoing throughout the cafe, Black History Month began on February 1st with the Opening Ceremony in the Coffee Ground.

Jane Glover, the mayor of New London, kicked off the celebration by speaking of the importance of racial awareness. Throughout the month, movies such as *The Color*

*Purple*, *Boyz n' the Hood*, and *Cry Freedom* were offered to the College. Lectures were also scattered throughout the month of February, given by such prominent speakers as Dr. Raouf Mama, Professor of English at Eastern Connecticut State University and Tyrone Ferdnace, professor of economics at Connecticut College. A Closing Ceremony and Reception were held on February 28 at 8 p.m. in the Unity House.

The co-chairmen of Black History Month, sophomores Naribe Holden and Curtis Rogers, were kept busy throughout the month with as many as four events to organize and run each week. Holden explained, "We feel that this is a time when people can learn about other people and other cultures." Rogers agreed, stating, "Black History Month is a time when Conn should come together and celebrate diversity."

Holden felt that the success of Black History Month was not only dependent on UMOJA but on a campus-wide support system as well. Holden added, "There could have

been much more campus support. It is sad that each year UMOJA is responsible for Black History Month. It should be a campus-wide event with the support of SAC, SGA, etc. I suppose, though, that such support will simply come with time."

Holden, though, was quick to add that he will definitely be a part of Black History Month in the future, "Black History Month is a celebration of culture. It is a tradition and will continue to educate the college about diversity within our community."

Tamara Michel, interim director of Unity's Multicultural Center and an advisor to the student coordinators, agrees with Holden's sentiments, "For as long as I can remember, there has been a celebration of Black History Month at Connecticut College. Each year it is different depending on the students. There could have been more campus support this year. Students should learn that Unity House is not only for students of color; Unity House is for the entire campus community."

## The Secret Life of a Pizzaholic

"I used to be hooked on pizza every night for dinner...but not just any pizza. It had to be the Recovery Room's pizza. It's so good I would dream about it at night. At first I'd just order one to go and eat it at home in secret. Later on, I didn't care who saw me. I'd order two and eat one there. When I was brave enough to sit at a table, it got really bad. I was up to three, four pies a night. For a while I got better, but now they serve pizza for lunch. I can't stop. I'll never be cured. But I don't care...my favorite is the gorgonzola with yellow peppers...no...the chicken with roasted garlic and grated parmesan...wait, no wait, it's the homemade sausage pizza, I mean the shrimp and broccoli...uhh...the mushroom...clam and bacon..."

Arnold J. Smythe  
(not his real name)



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## News

Residents greet Clinton en masse at Groton airport:

## Despite freezing cold and rain, local residents enthusiastically turn out for President's arrival

BY YUNG KIM  
Features Editor

Dressed in a long black over coat, a UCONN hat, and a friendly grin, President Bill Clinton stepped off Air Force One, at the Groton airport last Wednesday.

Clinton was in town to deliver a speech concerning his health care plan to senior citizens. Six Connecticut College students journeyed through freezing rain to get a chance to catch a glimpse of the President.

As Clinton made his way among the crowd, he made it a point to at least attempt to shake every person's hand. People were pushing and shoving in their attempts to touch this man. They were fighting for a chance to be physically in contact with the man.

Most of the crowd was not cheering for President Clinton, but shouting for Bill.

When Clinton shook peoples' hands, he did more than just touch them, he held them for an instant, and said, "thank you for coming."

In his quiet southern voice, President Clinton said thank you to everyone, and that he appreciated their support. His calm, casual demeanor made him seem readily available to any conversation.

At one point, Clinton was asked if he wore the UConn hat because he was a basketball fan. Clinton flashed his warm southern smile and stopped to respond to the question. Clinton said, "I love college basketball. I am an Arkansas fan, and when I am at the White House I just stay up late at night watching all the games."

However, not everyone there was there to extoll the virtues of Clinton however. The everpresent sign carrying activists that surround the President whenever he makes a public appearance were out in force in Norwich on that afternoon. There were many people at the airport holding up "No Annexation" signs, protesting the potential redistribution of Connecticut land to Native American tribes. But even one woman who was there to protest walked away smiling, laughing, and saying "He touched me. He saw my sign, looked me in the face, and said, 'Thank

you.' I can't believe he shook my hand!"

One person even had the courage to try to attack the President on his health care plan. Without missing a single beat, Clinton quickly reacted, saying something to the effect of, "Do you realize that the U.S. is the only country that does not provide health care for it's people. It's the people of your greedy generation that put us in this debt. It's selfish people like you that want to keep health care from the American people."

When Clinton finished his retort, the crowd roared.

After touring the audience, Clinton stood up on a staged flanked by U.S. Senators Christopher Dodd and Joseph Lieberman. Clinton walked up to the podium nonchalantly, and proceeded to give a speech that seemed entirely extemporaneous.

Clinton thanked the crowd again, and, with a promise that he would endeavour to bring more jobs to Connecticut, he got inside his limousine.



Yung Kim/Features Editor

President Bill Clinton managed to have a word for everyone after his arrival at the Groton-New London Airport on Thursday.

The week in Assembly: Gaudiani discusses *Respectfully Submitted*

Claire Gaudiani, president of the college, visited the Assembly to solicit feedback and suggestions for her open letter *Respectfully Submitted*. Topics included internships, study away programs, new implementations of technology, and the distinctiveness and future of the college. See story p. 8.

Saveena Dhali, SGA president, announced that focus groups, consisting of twelve to fifteen various members of the college community, will be arranged to participate in intense discussion about the interim draft of the Strategic Plan. See story, p. 1.

Members of the Shared Governance Task Force share a one and a half year commitment this semester and next year cooperating with faculty and staff to create guidelines in governing the college. The Task Force consists of six total members (four students, one student liaison to the Staff Task Force, and one student liaison to the Faculty Task Force). The students elected to the committee were juniors Marinell Yoders, Yvonne Watkins,

Dierdre Hennessey, and sophomore Ryan Poirier. Claudine Johnson, house senator of Branford, was elected as the student liaison to the Staff Task Force and Chris McDaniel, house senator of Jane Addams, was chosen to be the student liaison to the Faculty Task Force.

The ad hoc Honor Code Committee sponsored a proposal to establish a Pilot Program of Honor Code advisors for students who will appear before the Judiciary Board. After a two hour debate, the proposal was tabled by a vote of 16-12. See story p. 11.

Meghan Hughes, house senator of KB, announced that the Office of Career Services is overwhelmed with administering programs. According to Jack Tinker, director of career services, the Boston Consortium, the Graduate School Fair, and the Capital Consortium will be cut because of lack of participation. See story, p. 7.

Tom Just, house senator of Abbey, announced that Thomas Makofske, director of

Computing and Informational Services, said cable television was a presidential matter after Just was told by Gaudiani that the matter was not a presidential issue.

Gaudiani said that cable television is "neither good nor bad," but depends on how an individual handles it.

Neeha Mulchandani, vice president of SGA and chair of the Constitution Committee sponsored the S.A.F.E. (Students for an Alcohol Free Environment) constitution. The club will organize and sponsor events and functions where no alcohol will be present to raise awareness and create an alternative for those who choose not to drink alcohol. The Assembly passed the proposal 20-0-0.

Lynne Saliba, director of public relations, sponsored a proposal which outlines specific guidelines for the SGA newsletter. These included the purpose, its boundaries, responsibility of SGA in conveying important facts, and the proposal for the election of an Editor. The proposal passed 24-0.

## Career Services plans to cut back on consortium and grad school programs

BY JEN LAPAN  
COPY EDITOR

It is about that time of year when seniors are mass-producing resumes and feeling tremendous anxiety, while many are looking for that important first job in the "real world." Recent information from the Office of Career Services provides some hopeful inspiration for all those job-seekers.

According to statistics compiled by the Office of Institutional Research, 96 percent of participating alumni from the Class of 1992 are either employed, in graduate school, or pursuing other activities, such as travel. Only eight of the 215 respondents were unemployed and actively searching for a job. However, another 216 members of the Class of 1992 did not respond.

Jack Tinker, director of OCS,

explained that OCS is currently determining the most successful ways to connect seniors with jobs. Tinker said, "We're looking at adding new programs because we realize we can't do everything."

Consequently, OCS will no longer participate in the Capital and Boston Consortia and the graduate school fair held annually with Trinity College and Wesleyan University at Wesleyan. "These are not popular with the students and the employers in particular. Also, few take part and [the programs] are not cost-effective. All three require a lot of time from our staff," Tinker explained.

Now the energy of the OCS staff will be focused on fine-tuning the resume referral service and the Employers Seeking Resumes program, in particular. While these are also time-consuming, Tinker be-

lieves that the prospects for connecting graduating seniors with jobs will be much greater.

He added, "With our new, larger resource library, more people are seeing what we have available and taking advantage of it."

This is especially the case with the Alumni Career Network, a computer program accessible from OCS and in the Alumni Office which enables the user to cross reference an alum's job information with the user's desired job field and a regional or nationwide specification.

When asked about the Class of 1994's desire to locate employment, Tinker described the effort as "aggressive."

While he noted the Class of 1992's search was discouraged by reports of a bad job market, Tinker asserts that this and last year's senior classes have "gotten over that."

## Webster's Dictionary



Graphic by Derrick Webster



## News

# Poor turnout plagues EPC General Ed open meetings

*Small turnout debate merits of proposal for mandatory Human Difference and Diversity requirement in General Education*

BY JENNIFER LEVAN  
Special to The College Voice

Despite poor student and faculty turnout the second subcommittee of the Educational Planning Committee, focused on the creation of a human difference and diversity requirement in the curriculum, held a series of open meetings last week to garner input from the community on the proposed human difference and diversity requirement.

A handful of students and faculty members discussed goals and options for human difference and diversity which will be eventually be ratified by the faculty, according to Thomas Ammirati, EPC member and associate professor of physics. Ammirati attributed the small turnout the weather conditions and confusion created by the fire in the College Center.

"We will be presenting to the faculty at the faculty meeting next week a draft report on what we've done so far," Ammirati said.

Ammirati said a list of goals and options for the difference and diversity requirement was sent to the faculty last week, and attributed the meetings' poor attendance to adverse weather conditions.

Camille Hanlon, EPC member and professor of child development, said the proposed human difference and diversity requirement is an expansion of the previously proposed multicultural requirement. Disabilities and gender issues would also be topics within the expanded requirement, Hanlon said.

Several faculty members debated the problem of setting goals for the teaching of difference and diversity within the curriculum.

Walter Brady, associate professor of mathematics, said the views of difference and other cultures in a required course should not steer the student's emotional and moral perception of that culture towards that which the college community deems appropriate and representative of their goals.

"I maintain that when we think about the curriculum, when we think about the purpose of this college, a lot of people have different views on its purpose and goals. I think a lot of people think one of the goals of this college is promoting diversity. The only goals it should have are intellectual goals, not moral, ethical or political goals," Brady said.

One of the goals as stated in the handout distributed to the faculty is "to learn to 'live in peace' with diverse peoples." Brady said this concept is a legitimate question and topic, but not a goal. "I do not think it is an intellectual goal of the college to do that," Brady said.

In response to Brady's argument, Ammirati cited the fact that many institutions are now requiring diversity requirements, such as Temple University's Racism 101.

However, Ammirati also questioned the inculcation of certain values into the curriculum.

"What do you do with the percep-



Isabelle O'Hara/Editor in Chief (Voice Magazine)

At the General Education open meeting, Walter Brady, associate professor of mathematics said the college should pursue, "intellectual goals, not moral, ethical or political goals."

tion on the part of some [people] ... how do we put perceptions into the curriculum without pushing certain values?" Ammirati said.

Offering a theoretical solution, Brady said, "We must separate the intellectual from the ethical attitude. The only attitude you are trying to change in a course is an intellectual attitude."

Stating that sometimes ethical attitudes are changed automatically, Brady found the difference and diversity issue analogous to the Connecticut College honor code. "I don't see the purpose of the honor code as to teach people to be honest, it just may do that involuntarily, as these courses may [change ethical and moral attitude involuntarily]."

Other faculty members viewed the difference and diversity requirement not as influencing beliefs, but better preparing students to make informed ethical choices.

Hanlon said, "There is a line of distinction about what the liberal arts do ... [O]ne is that a liberal arts education makes a person a moral person in a liberal sense ... [T]he second is that it gives students the information and skills they need to imagine and to achieve things, in other words, to enhance their range of choices."

Connie Dowell, EPC member and college librarian, referred to world religious studies as an applicable parallel. "The diversity requirement might be the same thing ... we don't teach students to be religious."

Judith Kirmmse, executive assistant to the president, and affirmative action officer, said as students analyze and gain abstract view of other cultures, in turn they might view and accept human beings from a more holistic point of view. "The world may be moving in a more holistic direction," Kirmmse said.

On the other hand, Brady said, "It would be a tragedy if the direction of humanity is to muddle all these aspects together again."

Theresa Ammirati, director of the writing center, stressed the distinction between learning and promulgating information.

"It seems to me we have to give students the rhetorical skills to choose between two agendas, bad or good. We just have to hope that once they've been exposed, they'll choose the agenda for good," Ammirati said.

She continued, however, "I really am weary of those who preach values in the curriculum."

On the one hand one has to be very careful about teaching values, on the other hand one has to be wary of teaching a disembodied intellectualism."

Most faculty members agreed that the focus of the human diversity and difference requirement should be contemporary issues.

In two weeks, the subcommittee will hold more open meetings dealing with the science and math issue, and the skills portion of the curriculum.

## Gaudiani and SGA Assembly discuss ideas behind Respectfully Submitted

BY BEN RUBIN  
Associate News Editor

Expressing her visions for the future of Connecticut College, Claire Gaudiani, president of the college, discussed many of her ideas in *Respectfully Submitted* with students at the Student Government Association Assembly on Thursday.

"Four years is too short a time to acquire all of the experience and knowledge that you need to be on your own ... one of the things that you have to do to be successful is to know how to take risks," Gaudiani said.

Gaudiani discussed some specific ideas of her broad vision of the school in the year 2004 which she laid out in *Respectfully Submitted*, her open letter to the college community. She emphasized the importance of community service and of understanding the way people live all over the world.

She outlined two of her ideas, the study away-teach away program, and the Lawrence Internships, saying they will give students the opportunity to acquire wisdom from sources around the world. This wisdom would then reach our campus and make the entire community more informed, according to Gaudiani.

"It broadens your understanding of who you share the world with," Gaudiani said.

She also mentioned that while students would be studying away, entire dormitories would be left

vacant so that they could be renovated more inexpensively than during the summer.

She also mentioned an idea for a program which would involve sophomores living on campus during the summer and taking two courses along with a third activity which was completely new to them such as a sport, hobby, or area of study.

"You would constantly be changing yourself through the outside," Gaudiani said.

Junior Wes Simmons, member of the Financial Planning Team, brought up the subject of utilizing computer technology on campus. He said that there are many opportunities to learn through computers and we "need to communicate what is out there."

Lynne Saliba, public relations director, questioned whether the college would be able to sustain technological developments without a computer science department.

Gaudiani said, "I have no position [on a computer science department], but I am concerned about the extent to which students will have access to hardware and software."

She said that one idea may be to create a series of courses which stress the use of computers and to mark them in the course catalogue as such.

Gaudiani also explained a program that would allow students to live in low-income housing in New London over the summer in order to assist families and learn about the community at the same time.

Saliba commended Gaudiani's ideas but was concerned that these students would be taking housing opportunities from members of the community.

Junior Marinell Yoders, questioned Gaudiani about her emphasis on community service and she inquired as to whether Gaudiani would like to see mandatory volunteer work.

"I don't believe that it is necessarily appropriate to require community service," Gaudiani said.

Gaudiani responded, "The housing that will be offered is housing that the rest of the people are not eligible for."

The possibility of having cable television access in all dormitory rooms was also presented to Gaudiani by Tom Just, house senator of Abbey.

Gaudiani explained, "I don't think TV is good or bad, TV is there, what people do with TV [is what needs to be examined]."

She suggested the college study the affects of cable television at schools which already have cable television access in dormitory rooms.

Gaudiani expects to put out a second draft of *Respectfully Submitted* before March 30. "I want to get the wisdom of the community so that a second and third draft would be [even better]. It needs to be our vision," she said.

"If you assume that a solution isn't there ... break through that and get as close as you can to what ought to happen," Gaudiani said.

## The Camel Connection

**TEXAS A&M:** The interim president of the school vetoed a proposed multicultural requirement for liberal arts majors. The University's Faculty Senate approved the plan in November which would have required all students to take courses in international and U.S. minority cultures. The plan was expected to take effect and the interim president's actions were a surprise. He said, "I believe there are significant issues that need to be considered before the decision is made to proceed."

**CALIFORNIA STATE UNIVERSITY:** The campus reopened recently and students were able to see first-hand the damage that was caused by last month's earthquake. Over 400 mobile units were used as classrooms and only 15 of the 53 permanent buildings remained in use. The total cost of the repairs has been estimated to be between \$250-million and \$350-million. President Clinton addressed the students by telephone with an encouraging word on opening day.

**UNIVERSITY OF NORTH CAROLINA:** A student was killed at the Chi Psi fraternity house after he and several other students were passing around a newly-purchased hand-gun. The student was from Appalachian State University and he was visiting the campus with another ASU student who was charged with involuntary manslaughter.

**UNIVERSITY OF FLORIDA:** Accused serial killer Danny Rolling pleaded guilty to the 1990 murders of three University of Florida students and two Santa Fe Community College students. The students were killed in off-campus apartments and Rolling has been incarcerated since several months after the murders occurred. He is already serving five life sentences for other convictions and prosecutors will seek the death penalty for Rolling.



# Connecticut College Strategic Plan

## Interim report of the Strategic Planning Teams and preliminary draft of proposals

### Editors' note:

This is the first draft of the college's new Strategic Plan. In order to reach the entire community in the most efficient manner, the plan is being run in *The College Voice* this week as a special paid supplement. The Strategic Planning Teams are planning open meetings, focus groups and other group discussions to solicit information from the college community (See story, page one of the newspaper). This plan is an evolving draft, and everyone is encouraged to read and discuss the proposed initiatives. For more information, contact any of the committee members listed on page four of this pull-out section.

### Introduction

**A Time to Lead**, the most comprehensive and far-reaching strategic plan ever attempted at this college, is reaching the end of its term. A full accounting of its many accomplishments will come in due course; however, its enduring legacy is a planning process that engages and involves every segment of our community. Encouraged by the success of the plan, and anxious to plot an ambitious course for the next five years, the Priorities, Planning and Budget Committee (PPBC) initiated a new round of strategic planning in the Spring of 1993.

The college community, working under the framework established by the PPBC, selected three teams to focus on the broad thematic areas highlighted in **A Time to Lead**: the vitality of academic life, the building of diversity and community, and the sustaining of financial strength. The teams are broadly representative of our community, including faculty, students, administrative staff, alumni and trustees. Beyond drafting the proposals that will form the core of the next strategic plan, team members serve as listening posts and sounding boards for the larger community. This role becomes more important as we move into the second phase of the planning process that begins with the release of this report.

In essence, the work of the teams has been to devise a template that will help shape the direction of Connecticut College up to the next century—possibly beyond. Therefore, the plan should meet several requirements: it should be forward-looking, anticipating major developments in higher education, technology, demography, etc.; it should develop a schedule of priorities consistent with our mission and aspirations; it should be as inclusive and extensive as possible; it should build upon our notable recent achievements and seek to correct missteps.

The work has been guided by the Mission Statement, a revised list of Planning Assumptions provided by the PPBC, the participation of dozens of students, faculty and staff, and a set of organizing principles. First, we realize that our many enterprises—teaching, learning, campus life, administrative support—are interlinked; therefore they cannot be considered in strict isolation from each other. Second, we must connect our sense of institutional values firmly to a decision-making framework that allows us to make choices among competing alternatives. We should recognize that the number of educationally valuable projects will always outstrip our ability to finance them. However, the difficult process of choosing among alternatives is not alien to the spirit of intellectual inquiry or enterprise; it is, in fact, what we already do often and well. Finally, our ability to maintain academic freedom and intellectual distinc-

tiveness may depend on how well we comprehend the preceding principles.

The PPBC, in announcing the formation of teams, established a schedule for their work. In the Fall semester, the teams were to establish a weekly timetable to consider proposals for this draft. Each team appointed subcommittees (see enclosed list) to devote intensive time to particular areas of interest. The teams invited presentations from a variety of individuals and groups, including: President Gaudiani, the Minority Student Steering Committee, the Chaplain's Office, Office of Career Services, Office of Volunteer and Community Services, Unity House, Development, Gender and Women's Studies, Center for Art and Technology, Finance, Admissions and Financial Aid.

Members of the planning teams also made presentations in various forums, including meetings of: the Faculty, the MSSC, the SGA, the mid-managers group, administrative support staff, and the Technological Support Committee. Our teams have invited outside speakers to give us perspective on the challenges facing higher education and Connecticut College; David Breneman of the Harvard Graduate School of Education spoke on prospects for liberal-arts colleges, and Gordon Winston of the Williams College Department of Economics spoke on reforms in financial management and accounting.

For the second semester, the planning process will change focus. The teams will schedule open meetings to allow community members to suggest ways of modifying the proposals. We shall invite more presentations from groups on campus, and will be available for making our own presentations. Subcommittees of the teams will make site visits to other campuses or institutions to investigate "best practices," and invite additional guest speakers. By the end of April, the teams will present a final draft of planning goals to the President, PPBC, and Board of Trustees for their review and comment. Thereafter, the Planning Office, along with the PPBC, will draft implementation and action plans derived from the proposals that will be presented to the Trustees at their Fall 1994 meeting.

The success of our planning process, so far, has depended upon the broad participation of students, faculty, staff, and alumni of the College. As we enter the second phase, the strategic planning teams depend even more on this support. The proposals offered in this report should be considered starting points for focused discussion; we expect that there will be modifications as the process moves along. We invite your interest and your collegiality as we work to chart the future development of our Connecticut College.

### Achieving Distinction in a Difficult Environment

The past half decade has held profound challenges for higher education. The surge of financial recovery that characterized the mid-eighties has come to an abrupt halt. The work of faculty and the explanations of administrators have been subjected to ever greater scrutiny and skepticism. Meanwhile, our campus communities, beset by battles over curricular reform, civil discourse and resource allocation, have become less hospitable for the untrammelled pursuit of knowledge. Few campuses have been able to avoid these pressures; Connecticut College has been among the first to recognize and to deal with them forthrightly.

Nevertheless, despite our efforts to anticipate and to respond effectively to environmental challenges, they continue to grow and intensify. In order to develop

strategies to confront these pressures, it is important to analyze and understand them better. In this section, we explore the three themes noted in the first paragraph—fiscal stress, erosion of public trust, and campus unease—and connect them to the assumptions developed by the PPBC that underlie the current planning process. In our proposals, we suggest how Connecticut College may draft a strategy, based upon its distinctive strengths, that can guide its progress toward the next century.

### Fiscal Stress

The tale of the great financial surge of the early 1980s is so familiar as to take on mythic proportions. Every revenue measure appeared to be growing at double digit rates; for the first time in years, faculty and staff salaries grew faster than inflation. Our campuses were riding a rising wave of enrollment because the number of high school graduates and the proportion interested in attending college had grown. Many institutions presumed that the surge in revenues would continue indefinitely; resource allocation largely consisted of funding all meritorious projects that could be accommodated, with little regard to relative importance to the life of the institution. New buildings and academic disciplines were sprouting across the country, and the scope and variety of amenities for students and faculty grew even faster.

As we approach the nineties, the fable becomes grimmer. Overly optimistic about our good fortune, many of our institutions did not prepare adequately for the fiscal shocks that overtook us. Upper middle class family income ceased its robust growth; therefore, families resisted tuition increases substantially above inflation. Government and private support for financial aid and scholarly research came to a virtual standstill. Unfortunately, the obligations incurred during more prosperous

**The proposals offered in this report should be considered starting points for focused discussion; we expect that there will be modifications as the process moves along.**

times have placed unrelenting pressure on costs, including everything from deferred maintenance to journal subscriptions. It is apparent that not a few campuses are steering close to fiscal crisis.

However familiar this tale of boom and bust may be, however, it is not completely applicable to Connecticut College. Growth in College endowment and salaries lagged well behind those of our peer institutions during the mid 80s. It has only been during the last five years and under the aegis of **A Time to Lead** that the College has recovered some lost ground.

Nevertheless, the fiscal constraints that we face today are all too real. Over 70% of our operating revenues come from student fees; therefore, even moderate swings in enrollment can have profound effects on the budget. As our comprehensive fee crosses the \$25,000 mark, more families are questioning the relative advantage of a liberal-arts education; therefore, we are forced to restrain tuition increases. Indeed, families who would be considered prosperous by most measures find it increasingly difficult to pay full tuition; therefore, our



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financial aid obligations grow faster than our fees. As an ironic result, a financial aid policy intended to maximize access to qualified applicants now threatens to ration out a significant number of middle-class families.

Two other major sources of financial support, such as endowment income and gift and grant income, have grown rapidly in the past five years. Indeed, the nominal value of the endowment has nearly doubled in that period. Nevertheless, the College's financial assets are modest, compared to many of our peers, and will remain so without a substantial infusion of capital. On the other hand, the College enjoys an abundance of tangible and intangible assets, ranging from classroom space to the talents of our faculty, students and staff, that are not as intensively used outside of the academic year.

Meanwhile, despite our best efforts to be frugal, costs threaten to rise faster than revenues. Many of our expenditures reflect commitments to invest in preserving and improving quality outlined in *A Time to Lead*; they also reflect more prudent management procedures, as in the practice of creating contingency funds for capital improvements. In the short term, our community must continue the painful process of annual restructuring; however, over the long run, we must develop financial strategies that can accommodate our aspirations for preeminence in liberal education. The recommendations of the Financial Team offer some steps in that direction.

## Erosion of Public Support

Institutions of higher learning, from the time of Socrates' *stoa* have ever been a source of public scrutiny and controversy. Around the world, universities have been the incubators for political upheavals that make the disputes that currently roil campuses in the U.S. seem rather tepid. Nevertheless, the drumbeat of criticism, and, sometimes, outright hostility, has grown louder in recent times. Higher education is being attacked on articles of its *bona fides*: commitment to academic freedom; tolerance of conflicting views; preparation for the challenges of the outside world; propagation of enduring civic values.

Critics of all political persuasions charge that our faculty and administrators are self-involved dwellers in ivory towers, defining as the highest values whatever can allow them to spin out their arcane literature in comfort. Neither our vehement denials nor the easily available facts have significantly blunted this criticism. However, until recently, this debate could largely be classified as an intramural squabble among intellectuals. Nowadays, as the four-year "sticker price" for a college education rises above the \$100,000 mark, more

ers", nor are even conceded a comparative advantage in producing thoughtful citizens. In short, our stewardship of the public's trust, funds—the minds of its children—is being aggressively questioned.

Connecticut College, as a prominent private institution of higher learning, and particularly as a small residential liberal-arts college must confront these questions directly, even when they are crassly put. We must demonstrate in our curriculum and our community life

the variety of backgrounds, perspectives and experiences reflected in our students, faculty and staff. The Community and Diversity Team proposes initiatives toward these purposes.

## The Mandate for Distinctiveness

The challenges we currently face and are likely to face over the next five years are formidable, but Connecticut College enjoys a number of advantages that can allow us

to look at these challenges as opportunities, rather than threats. The College continues to grow in national prominence due to the high quality and unique features of our academic program. We continue to attract excellent young faculty who actively participate in the life of the College. At a time when charitable foundations are turning away from liberal-arts colleges, we continue to receive substantial grant support for our highest priority projects (such as the development of the Olin Science Center). We continue to learn how to manage and allocate our resources better, even if doing so leads to painful decisions. Most important, we have made all this progress according to a community-derived and community-monitored plan.

We can exploit these advantages if we further recognize that what may appear to be competitive drawbacks—our small size,

tight budget, focus on liberal-arts—may hold the key to our continued success. Our proposals must place a premium on flexibility and creativity, not least because they operate under budget constraint. As we implement our plans, we should form cooperatives across faculty, students, staff, alumni that supervene parochial concerns. Finally, we should apply the values of liberal learning, including intellectual curiosity, disciplined introspection, critical assessment, and imaginative problem-solving, to our work and lives at the College.

In accomplishing these tasks, our community must answer a fundamental question. Our community has been blessed with an abundance of talented, dedicated and creative people from all walks of life. Any number of us could be exemplars on other campuses; we choose to become an academic community here. Why?

It is no longer sufficient (if it ever was) to say that we provide a comfortable environment for students to receive fine teaching, or that we hope to spread enlightenment through a close connection between students and faculty. Neither continued financial survival nor a tranquil campus is a sufficiently high standard to measure our success. We are here to make a profound and distinct difference in the lives of those who join our community as students, faculty or staff, and, ultimately, in the lives of those whom they contact. The chief purpose of the new strategic plan is to point us toward ways we can accomplish that end.

As a way to introduce the interim proposals of the planning teams, and to stimulate much needed campus-wide discussion, let us consider three themes that should underlie much of the work to come. First, we should reaffirm the primacy of teaching and learning, where high expectations are complemented by firm support. Second, our primary concern as educators should be to prepare our graduates to become effective leaders and community builders in an increasingly pluralistic and technologically sophisticated world. Finally, we need to reinforce the ties that link our various departments, disciplines or positions so as to provide an exemplar for the civil society we hope our alumni will foster. It is our profound hope that members of the entire College community will engage themselves with the issues examined in this essay, will scrutinize our proposals carefully, and will suggest other proposals that can enhance our work.

## Interim proposals of the Strategic Planning Teams

We conclude our report with a summary of the proposals developed during the Fall of 1993. It is our belief that they represent direct responses to the mandate given us by the PPBC and that they reflect the concerns and aspirations of the entire Connecticut College community. We are eager to work with all who wish to

**In the short term, our community must continue the painful process of annual restructuring; however, over the long run, we must develop financial strategies that can accommodate our aspirations for preeminence in liberal education.**

that we are indeed engaged in the vital issues affecting our world, and that we are producing graduates who are globally aware, socially responsible, and eager to exert leadership through service. While doing so, we should reassert the fundamental importance of the liberal-arts curriculum allied with the tradition of outstanding teaching, and of being able to live and learn in a close-knit community. The recommendations of the Academic Team speak to these requirements.

## Tension in the Campus Community

Over the past quarter century, the liberal-arts campus community has been fundamentally transformed by diversifying the student body. Every significant demographic measure—age, race, income class, national or regional background, religion, arguably gender—shows that our residential campuses appear more integrated than a generation ago. Accompanying this rapid transformation have been strains that have riven our college communities.

In most campuses, the pace of diversifying the student body has exceeded the rate at which support services or curriculum have been developed. Good faith efforts to instill civil discourse have been criticized as half-hearted and patronizing, or intrusive and freedom-threatening, or both. In much of the commentary from the left and right, "community" is taken to be synonymous with "conformity"; therefore, it represents either a threat to or a corrective for "diversity", taken to be the same as "polymorphism."

Fiscal stress has generated another set of community tensions. Each sector of the College has been required to do more with less; the scope of our prerogatives has been narrowed. Many resource allocation decisions are seen as tradeoffs, pitting one group of community members against another and transmitting implicit or explicit value judgments about various aspects of our enterprise. Cynicism, defensiveness, and pessimism threaten our natural inclination to assume good faith, to be venturesome and confident, and to

be forward-looking. Perhaps worst of all, on many campuses, there is the fear that other groups do not appreciate the depth of disaffection or the persistence of dedicated effort.

Connecticut College has a signal duty to perform in reconciling the various parts of our community and recognizing the extraordinary array of talent and ability we enjoy. Using our diversity to forge a stronger community should be fundamental to our institutional mission, and we must continue to take steps to increase

**We must demonstrate in our curriculum and our community life that we are indeed engaged in the vital issues affecting our world, and that we are producing graduates who are globally aware, socially responsible, and eager to exert leadership through service.**

public figures, commentators, and tuition-payers are wondering aloud: are we getting our money's worth?

Moreover, the traditional supporters of liberal-arts institutions have shifted their attention to other important areas of education: the state of our public schools, adult literacy, preparation of workers for more sophisticated technology, and immigrant education. The shift in priorities reveals an assessment of our social relevance that should give us pause. Our colleges receive little credit for "preparing the next generation of lead-



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modify, expand upon—in short, strengthen—these proposals, but ask that any dialogue be guided by the principles that have undergirded the planning process and that have been examined earlier in the report.

At this stage, our proposals generally present goals that should inspire implementation strategies developed by appropriate community members. You will note, however, that we occasionally propose more specific actions to support an established goal. The goals that are summarized here emerged from subcommittees of the team, including a subcommittee that embraced two teams; however, we have integrated the proposals in order to make a more coherent presentation.

We present the proposals from each team in a format borrowed from the subcommittee on Academic Climate. Some proposals suggest the College perform an inventory on current practices in order to ascertain where possible improvements may lie. Another set encourages the College to implement policies or procedures already in the planning stages. Finally, we suggest new initiatives that should build on our strengths and point us in new, vitally important directions. We expect and hope for thorough discussion and debate over these proposals and their likely implications for the future of the College.

## Priorities, Planning and Budget Committee Strategic Planning Assumptions January 20, 1994

The following list of assumptions has been ordered to reflect three logical groupings. Assumptions 1-3 pertain to broad societal issues, assumptions 4-9 address demographic and competitive concerns, and assumptions 10-15 relate to matters of finance.

The Strategic Plan is built on the following assumptions with respect to the environment in which the College functions:

1. The liberal arts curriculum will continue to provide the educational foundation for the intellectual facility and flexibility needed in the future.
2. Global interdependence will continue to increase.
3. The pace of technological change and the attendant need to maintain and upgrade facilities and equipment will present a continuing challenge.
4. Increases in national applicant pools will primarily come from students of color, immigrants and the economically disadvantaged, groups that have not heretofore been attracted to Connecticut College in significant numbers.
5. Connecticut College's applicant pool, a tiny segment of the national pool, will be affected by decreasing numbers of middle class families who are willing and/or able to pay our costs.
6. Maintaining quality in the student body while achieving constant enrollments will become increasingly difficult.
7. Educational excellence will be the College's most important resource in an environment of increasing competition for students and faculty.
8. As members of Connecticut College's peer group also attempt to restructure, we face an increasingly competitive environment.
9. The continuing success of Connecticut College will depend on the loyalty, commitment and support of its entire community.
10. The rate of inflation will be between 2.5% and 3.5%.
11. The government will decrease its support for financial aid.
12. The rate of increase in tuition will move closer toward the rate of inflation and the growth in family income.
13. The College has a smaller endowment than most of its peers.
14. The difficult economic climate, particularly in the Northeast, will affect student enrollment, fundraising and financial affairs.

15. The cost of a Connecticut College education positions our public to expect a substantial return on investment. For many this will mean a smooth transition to professional achievement.

## Academic Team Proposals

The Academic Team focused on two areas: intellectual climate and support for the development of academic programs. Team members felt it vitally important that the College address widely felt concerns that the College campus should become more hospitable for the life of the mind. Existing areas of academic distinction will require continued support; they should not be neglected in our enthusiasm for new programs and services to be added to the academic enterprise.

As the knowledge and information base of the world is increasing exponentially, and as access to that base

trative Procedures Committee should re-evaluate methods by which credit hours and graduation requirements are established, taking into account course level, number of contact hours, and rigor of course material.

5. With the aim of suggesting how we may better use the technology already available and ascertaining what new equipment and training is necessary, the Technological Support Committee should continue to assess and to advance the availability and use patterns of our audio-visual, telecommunications and computer systems.

## Implementing Existing Plans

1. Beginning in 1995, the College implement a reformed program of general education that will add coherence to the curriculum and will raise intellectual standards. Such a program should include: progressive levels of rigor in required course sequences; skill development in literacy, numeracy, research, communication (both oral and written), negotiation, and interaction within a multicultural setting; "across the curriculum" approaches to skill development and programs to assist faculty and staff in implementing these approaches.

2. The College should continue to focus attention and energy on interdisciplinary areas of excellence by investing in existing academic centers, such as the Center for International Studies and the Liberal Arts, the Center for Arts and Technology, and the Center for Conservation Biology and Environmental Studies, including its contributing and supporting resource, the Arboretum.

3. The College should continue to improve the Library's holdings and to increase the array of services it provides to faculty and students; a particular focus of acquisitions and staffing should be teaching and training in the use of information technology.

## Initiatives

1. The Provost should coordinate the development of the following programs to enhance intellectual life on campus:

- a monthly all-college convocation (involving lectures, films, plays, etc.) to foster campus-wide intellectual community.
- the development of a schedule of required 2-credit tutorials that will reinforce principles of

general education and foster joint student-faculty work throughout the college career.

- the identifying and promotion of opportunities for joint research between faculty and students across all divisions to reinforce the effects of the tutorials.

- the reform of the academic advising system to encourage more students to place their work in the broader range of inquiry beyond campus and to solicit more successful applications for internships, national and international fellowships and service and leadership opportunities.

2. To enhance technological support for instruction and research, the Provost should coordinate:

- a thorough review and restructuring of the audio-visual system; expanding the use of video and interactive technology in the classroom.

- the establishment of an "Academic Technology Laboratory" for the support of teaching, research and creative work by both faculty and students that will include physical facilities, support staff, equipment, and software. The Laboratory will coordinate its work with the Library, the Computer Center, Audio-visual Services, the Center for Arts and Technology, and the Writing Center, among other offices.

- staff development in the Library, the Computer Center, and other technology-related positions.
- requiring students to obtain personal computers to help them actively participate in technological expansion and innovation.

3. The Admissions Department, individual faculty and students should work together to attract and recruit a highly selective student body aiming at a better balance of enrollments and majors among divisions,

## Major recommendations of this draft of the Strategic Plan

- Develop "Academic Technology Laboratory"
- Develop a required two-credit tutorial for all students
- Develop the Center for Community Challenges
- Create a full-time position for the Affirmative Action Officer
- Introduce merit scholarships for incoming freshmen
- Modify the College's need-blind admission policy

over the next decade will increasingly depend on technology, we recognize that our extensively developed telecommunications system should serve as the foundation for equipping our faculty, students and graduates to use this technology. Finally, we encourage emerging directions and propose new initiatives in curricular and faculty development to emphasize the distinctiveness of our educational experience and to reinforce the strength of our intellectually ambitious civic community; the social roots of many of the world's most pressing problems offer a window of opportunity to build on the College's traditional strengths.

## Inventory

1. In order to reduce burdens that unnecessarily impede effective teaching, scholarship and creative work, and governance, the Faculty Steering and Conference Committee should coordinate an in-depth investigation of the demands on faculty time.

2. To promote student and faculty intellectual activity and to involve students in energizing the academic climate, The Student Government Association should conduct a study of how students engage in academic work, paying attention to ways intellectual activities can become more meaningful and challenging.

3. To complement the FSAC and SGA analyses and to enhance and balance expectations across the curriculum, the Educational Planning Committee should sponsor a year-long, faculty-directed, college-wide study of classroom and coursework standards.

4. To add flexibility to the curriculum and to improve the balance between the level of work expected and the units of credits awarded, The Academic and Adminis-



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particularly in the sciences.

4. Following the model used in the planning of the Olin Science Center, the Provost should initiate a process that will identify specific priorities, goals, and strategies for the establishment of a center that will facilitate teaching and research in the social sciences.

## Community and Diversity Proposals

The Team holds that the concepts of Community and Diversity should be mutually reinforcing, rather than conflicting. Despite increasingly intensive efforts, the diversity of our faculty, staff and student body falls well short of the goals suggested in *A Time to Lead*. We recognize that setting ambitious goals is important, but not sufficient to creating a campus that celebrates and sustains a broad variety of backgrounds, cultures, and life experiences.

Preparing our students for active and constructive roles in an ever more pluralistic world requires that we build a model community on campus and encourage all members to be knowledgeable, compassionate, and effective agents of reconciliation and change. The most effective way to accomplish this goal is to develop programs and incentives that will make our campus more welcoming of diversity and to monitor our progress strictly.

The Team considered three aspects of community life: academic life, relations in the work place, and connections to the local off-campus community and beyond. We reaffirm our commitment toward improving diversity, not only in numbers of people and categories, but also in the experiences of every member of our community.

## Inventory

1. The College should complete its Institutional Audit on hiring practices and results to identify areas of weakness and to target areas for development.
2. Ongoing curricular reviews should assess how individual courses and course sequences reflect and reinforce the College's commitment to diversity.

## Implementing Existing Plans

1. The Assistant to the President should continue to coordinate programs of Sensitivity Training on Minority Issues for faculty, students, and staff.
2. The College should enhance its Gender and Women's Studies Program, including appointing a

full-time director to coordinate the program.

3. The College should develop ways to make more efficient use of such services as The Writing Center, academic tutoring, the Chaplaincy, and Counseling Services so as to enhance their efforts to integrate all students more fully into the academic and co-curricular life of the campus.

4. The Office of Admissions should appoint a senior level staff member who is sensitive to and experienced in the concerns of multicultural students, who will be responsible for recruiting multicultural students, and who will coordinate training and other activities for the Admissions staff around multicultural issues.

## Initiatives

1. The Affirmative Action Officer should be a full-time position. In addition to current duties, the Officer should work with the Institutional Researcher to provide for departments the most current available information on minority candidates for staff and faculty positions.

2. The College should develop new initiatives for diversifying faculty and staff. Some approaches could include: visiting appointments for young minority scholars who would serve as sabbatical replacements; establishing rotating staff internships for local high school students; considering productive potential as well as demonstrated ability in assessing applicants.

3. The College should rededicate itself to developing closer links with the local community, particularly New London. In addition to service-related enterprises we could: invite members of various ethnic communities and local organizations to participate in first year student orientation; encourage students to explore the area by offering tours, producing videos, etc; encouraging faculty and staff to make presentations on campus or in informal settings to which members of the off-campus community is expressly invited.

4. The College should establish and develop the necessary support for the proposed Center for Community Challenges, a initiative designed to foster collaboration between the College and the New London community, to encourage greater participation in national and international service programs, and to develop curriculum that incorporates service learning and the principles of effective community leadership both on and off campus.

5. The appropriate departments of the College, including the Alumni Office, should examine, modify and

implement a comprehensive plan to increase and extend the participation of alumni in the life of the College as mentors, teachers, and learners.

## Financial Team Proposals

The Financial Team recognizes that the College, like many other institutions, faces daunting fiscal challenges in the near term, particularly from fluctuations in enrollment. The pressure to address annual budget deficits by targeted spending cuts is a current-day fact of life; we should resist the understandable temptation to focus all our attention on short-term solutions or to decide that our plans for the College should be modest in scope. We must set our sights toward the longer-run financial health of College and on strategies to sustain it.

It is our finding that the College's enduring financial strength depends on the following elements: substantially reduced dependence on tuition revenues; the appropriate but ambitious use of our tangible and intangible assets; the effective management of costs through reengineering many of our administrative functions. Our resource allocation process should be flexible enough to accommodate initiatives that can yield great benefit to the College, but disciplined enough to restrain practices that do not contribute to the College's strengths. Beyond preserving financial integrity are two other principles our proposals hope to address: ensuring that a Connecticut College education is affordable, and prudently managing the College's infrastructure, both physical and technological.

## Inventory

1. The College should assess its physical assets (including academic buildings, dormitories, developed real estate) with a view to ascertaining how they can be employed more intensively.
2. The College should evaluate the current status of and future options for properties contiguous to the College, such as the Coffey Farm (west of Williams Street) and riverfront area North of Dawley Field through uses that are integrated with the College's mission.
3. Each department and office of the College should continue to assess how work assignments are distributed with a view to discovering redundancies, inefficiencies and unmet needs.

## Implementing Existing Plans

1. The College should formally announce a capital campaign whose main goals should include: at minimum, to double the endowment; and to ensure that endowment per student is comparable to our peer institutions.
2. The College should continue renovating dormitory buildings and upgrading academic and administration buildings to accommodate strategic/technological goals.

## Initiatives

1. In order to improve access for middle-income families, foster greater diversity in the student body, and raise yield rates on admitted students the College should introduce a merit scholarship program and should modify the College's need-blind admissions policy when considering those applicants who do not advance our goals of academic quality and diversity in the student body.
2. The College community and friends of the College should commit to a substantial increase of endowment support for financial aid awards.
3. The College should allocate at least \$1,000,000 in the annual budget for deferred maintenance.
4. College departments and offices should implement technologies that have the potential of improving faculty and staff efficiency and should work together to integrate the current array of information management systems.
5. The College should develop one or more revenue generating programs to be operated on campus during summers, and others to be operated during other low use periods. The focus of these programs should be educational, and should display the richness and variety of our community's talents and facilities.

# Strategic Planning Teams

## 1993-94

### Academic

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Marilyn E. Buel '64  
Jonathan Finnimore  
Saveena Dhall  
George Milne

### Community

Theresa Ammirati  
Julia Kushigian  
Bob Malekoff  
Jeff Singer

Catherine Woodbrooks  
Richard Watson  
Glen Dreyer  
Judy Kirmmse

Jo Vanderkloot '62  
Neil Maniar  
Pamela Kocher  
Jean Handley

### Finance

Bridget Baird  
Linda Herr  
Bill Neiring  
Wayne Swanson

Joan Evans-Hunter  
Sam Stewart  
Elaine Solinga

Marcia Morris '70  
Neelu Mulchandani  
Wesley Simmons  
Duncan Dayton



## News

Student/Trustee Liaison Committee:

## Students present Trustees with Strategic Plan agenda

Some trustees questions ethics of altering college's financial aid need-blind admissions policy

BY APRIL ONDIS  
News Editor

The member of the Student Trustee Liaison Committee met Friday afternoon to discuss issues currently facing the college community.

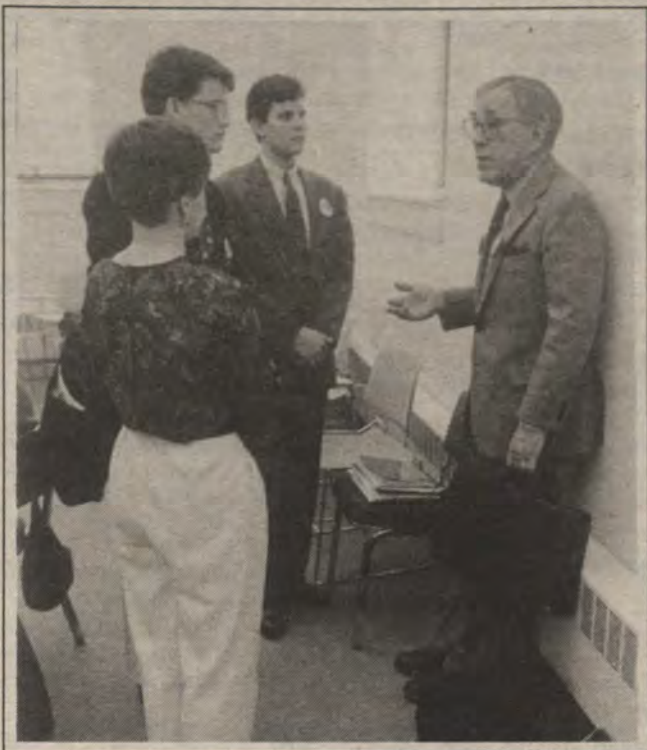
Marisa Farina, Young Alumni Trustee from the class of 1993, chaired the meeting of trustees, administrators, and student leaders.

Student members from Strategic Planning teams presented recent work that has been done in their respective committees. Saveena Dhall, Student Government Association president, told the committee that the first draft of the Strategic Plan would be reviewed by the college community first in small group discussion with diverse groups of students and then in a community wide forum.

Reporting on financial aid issues being addressed by the Financial Planning Team, junior Wes Simmons discussed the options to change the financial aid formula at the college. Simmons, a team member, stated that the goal of his team is to discuss ways to structure financial aid at the college in order to increase the quality and diversity of the student body.

He explained possible changes in the system which would include creating "need sensitive" financial aid which would look more closely at a family's ability to pay than do the federal guidelines currently. The team is looking at developing merit scholarships designed to increase diversity at the college.

Also being discussed is changing the current need-blind admissions policy to a partial need-blind system. Under partial need-blind admissions, the first 1,000 students admitted



Rob Sumner/Photo Editor

Trustee Paul Weissmann (right) discusses Institutional Pride with seniors Jen Lapan, Knute Gregg and Chris McDaniel.

to Connecticut College would be admitted without looking at their financial need. The ability of a family to pay could be reviewed in the admission process for the bottom 500 students admitted under this revised system.

Simmons explained that some students who were qualified to attend Connecticut College would not be admitted because they would not be able to afford the cost.

Warren Erikson, '74, trustee of the college, questioned if this would be an ethical policy

for the college to deny admission to students based on their ability to pay. Erikson asked, "Ethically, is it better to offer [admission candidates] admission and not give them financial aid then to deny admission because of money?"

Simmons replied that Claire Matthews, dean of admissions and vice president for planning, and Elaine Solinga, director of financial aid, said it is more of a disservice to students to accept them and not offer financial assistance. Simmons added that it is not possible to keep total need blind admissions at the college given the current financial situation at the college. With a new policy in a place the college would have more control over the budget for

other needy areas, Simmons said.

The community and diversity team report was given by senior class president and team member Neil Maniar. The goal of the team is to look at way to improve interactions on campus and off campus from the community of New London to global communities. The team is looking at the option of hiring a full time minority recruiter that would be a senior staff member in admissions.

Dhall and Jon Finnimore, members of the

academic planning team, told the committee the academic team was discussing ways to foster the intellectual life at Connecticut College. The team is looking at a tutorial system to better engage students in their academics.

Michael DellAngelo, member of the Educational Planning Committee, discussed the first in a series of three proposals regarding a new General Education plan. The first plan which was presented at the faculty meeting on February 2 outlines a tutorial system that would be the focal point of a general education at Connecticut College.

Judiciary Board chair Sara Spoonheim, discussed the current proposal by the Ad Hoc Honor Code Committee to be voted on at SGA Assembly this Thursday. She explained this proposal would create a corps of counselors that would be available to those involved in J-Board cases.

The Institutional Pride Committee created by seniors Kerry Overton, Jennifer Lapan, Knute Gregg, and Chris McDaniel made a presentation to the group. The goal of the committee is to foster a commitment by undergraduate students and alumni to Connecticut College. The committee is working on ideas to develop a sense of pride and community about the college. A stronger involvement by alumni is annual giving and volunteer service to the college is also an expected by-product of the committee's work.

Paul Weissman, trustee of the college, commented that committee for their efforts commenting on the importance of alumni giving. He stated that many corporation and foundation ask for the number of alumni that participate in annual fund giving when they are considering donating to the college.

## SGA Effectiveness:

## Mulchandani looks to implement Umbrella Plan this semester

BY NATALIE HILDT  
The College Voice

When Neelu Mulchandani ran for vice president of the Student Government Association last spring, she knew exactly what she was getting herself into. Mulchandani, a junior, ran for the seat unopposed.

She was by no means a newcomer to student government, having served as vice president of her class for two years, on the CCASA Executive Board, and as a member of the Finance Committee, among several other positions.

"I had decided to run [for vice president] while on Finance Committee," said Mulchandani. "I'm finance oriented, so finances really interest me."

She was prompted to run by her concern for and desire to help student clubs.

"There were problems with clubs and how they were maintaining their finances, and they worried me," Mulchandani said. "I wanted to make sure that people were aware of the policies and procedures, so that's why I ran."

The SGA vice president serves as a member of the SGA Executive Board, and serves as chair of the Finance Committee and the Constitution Committee. The vice president also serves as liaison to clubs for SGA because of her position as Chair of Finance.

In addition to fulfilling these roles, Mulchandani works in the Student Organizations Fund. "I see the treasurer of each club on a daily basis, and they really have easy access to me because I'm in that office so much," she said.



File photo/The College Voice

Neelu Mulchandani,  
SGA vice president

Mulchandani went on to voice her opinion that every SGA vice president should work in student organization. "It keeps [the vice president] in touch with what the clubs are doing," she said, which is not an easy task. "It's really hard to keep track of 79 clubs on campus."

Last semester, Mulchandani was preoccupied with the \$7,000 SAC deficit, as well as with dealing with the reduction in the Student Activities

budget. As part of last year's budget restructuring, ten percent of the student fund was transferred to the college's working budget. "I thought my year was pretty hard because of the 10 percent cut, but my committee was able to justify the decision made because of the way we handled an across the board cut," she said.

During the finance proceedings, this year's Finance Committee created a situation in which they had over-allocated to clubs, and were faced with trimming allocations. The most equitable manner, they decided, was to remove the same percentage from each club's

working budget, which hurt clubs with larger budget considerably more than smaller clubs.

This semester, with the vast majority of Finance Committee work behind her, the SGA vice president has continued working on the Constitution Committee, and has worked with clubs on club improvement and club operations through the Finance Committee.

Mulchandani said that the slightly lighter load has given her more time to focus on goals and projects, such as the Umbrella Plan.

The Plan was started as a pilot two years ago by the Office of Development, and is designed to allow alumni donors to direct their contributions to the club of their choice. Conversely, the Plan allows organizations to solicit funds from alumni of their club.

Mulchandani, who took the Umbrella Plan off the back burner this year, aims to ensure that it remains a long term goal as a source of funding for student organizations. Working with Robert Rasmussen, vice president of development, a pilot program has begun with SAC to test out the plan. As a fund-raiser for Floralia, this year's council will contact past SAC Executive Board members who were involved with the festival, and ask them to contribute money to SAC's Floralia efforts.

According to SGA president Saveena Dhall, the position of vice president is unlike other SGA Executive Board positions. "Her job is very different from everybody else's," said Dhall. "It's not as defined as other jobs. That may be difficult for some people, but easier for others, depending on the nature of the person," Dhall said.

Dhall went on to say that the strictly defined part of Mulchandani's job ends in October, after the budget process is over. She

said that the rest of the job is not as concrete. "It's difficult," Dhall said, because [the vice president] just tries to pick up when people have problems. You're trying to be more of a backboard, helping clubs and organizations when they're struggling."

Mulchandani is a great asset to SGA, with strengths that are very applicable to her job, said presidential associate Rebecca Flynn. "Neelu is someone who always gets things done. She does her work well, and she does it on time," said, "and that's a very valuable asset for her to have," said Flynn.

"A couple of her major strengths are her efficiency and her determination," said Yvonne Watkins, finance committee member and house senator of Knowlton. Watkins pointed out that Mulchandani got through the budget process last fall in one week instead of the usual two. "She does this without sacrificing the quality of the work," said Flynn.

"She's very good at letting all of her constituents know exactly what's going on all the time; she never pulls any punches," Flynn said of Mulchandani. "I found her to be extremely straight forward in everything that she says and in everything that she does."

Mulchandani, appropriately enough, is a double major on government and economics, and plans to go on to law school after Conn. But for now, she's still a junior, and has another year to continue making her mark.

"I'm thinking of going for head of Student Org," Mulchandani said, "where I'd be a non-voting member of Finance Committee." Because she'll still be on campus next year, Mulchandani said, "It kind of makes me accountable for all the decisions that I've made, as well as being accessible for the future vice president."



# Judiciary Board Log

To protect the identity of all individuals, the following case summaries refer to every witness, accuser, and accused as female. The Board alternates gender in each issue of the case summaries.

## CASE SUMMARY #1

ACCUSED: Student A  
ACCUSER: Professor Z  
CHARGE: Plagiarism

DISCUSSION: Professor Z accused Student A of plagiarizing her arguments from two texts. Student A admitted that she had indeed read the works in question and may have retained the ideas in part. According to Student A, this explanation accounts for the similarity. On a separate note, Student A had already dropped the course in question after the Professor expressed concern about her academic integrity.

DECISION: Guilty 8-0

REASON: After a close examination of the evidence the Board was convinced that Student A plagiarized. Large sections of Student A's paper were clear paraphrases of the two texts. The paper also included numerous direct quotations which were not cited. The Board believes that the paraphrasing was too extensive to be accidental and that the lack of citation throughout the paper constituted plagiarism.

RECOMMENDATION: Considering that Student A was no longer enrolled in the class, the Board could neither fail Student A in the course nor fail her on the paper. The Board instead recommended that Student A not be eligible for any academic honors for the Fall 1993 semester; that she be placed on suspended academic suspension until graduation; that she take each paper assigned over the next semester to the Writing Center; and that she complete twenty work hours shelving books in the library (5-3).

For:	Against:	Abstain:
Lee Rawles '94	Kirsten Howard '95	
Manning Weir '94	Sarah Hennigan '96	
Aimée Hamelin '95	Becky Watt '97	
Dan Shedd '96		
Ted Novicki '97		

REASON: Because Student A had dropped the class, no recommendation could be made within the scope of the class. There was reason to believe that Student A dropped the class to avoid the consequences of her actions. Therefore, the Board recommended that Student A not be eligible for academic honors this semester so that her transcript will in some way reflect her work. The Board recommended that she go to the Writing Center because Student A claimed that she did not know what plagiarism was. The work hours were recommended as a punitive measure because she will not bear the consequences of her actions within the course.

Kirsten Howard believed that more work hours would have been appropriate. Sarah Hennigan believed that the removal of academic honors was unjust. Becky Watt believed that though plagiarism had occurred, it was not intentional.

ATTENDANCE: All members were present.

## CASE SUMMARY #2

ACCUSED: Student A and Student B  
ACCUSER: Professor Z  
CHARGE: Plagiarism

DISCUSSION: Student A and Student B, both of whom were enrolled in the same class, had the option of writing on one of several essay questions for a paper. After Student A completed her paper, she asked Student B to edit it. While Student B edited the paper, she made notations of Student A's references. Student A and Student B then discussed Student A's paper at length including her thesis and argumentation. Student A left the room, leaving behind her paper. Later, when Student B began the major portion of the work on her paper, she changed her mind and decided to write on the same question as Student A had written.

DECISION: Student A, Not Guilty 6-0  
Student B, Guilty 6-0

REASON: The Board believed that Student A completed her work independently and left her paper with Student B unintentionally. The Board also believed that Student B did not do her own work. Both of the papers were very much alike. The word choice and phrasing was remarkably similar in some places and identical in others. Both students admitted that Student A completed her paper in advance and only brought it to Student B for editing. This fact, coupled with the discussion of the Student A's paper and Student B's prolonged access to it, could not be ignored. The Board believed that the similarities warranted a decision of guilt.

RECOMMENDATION: The Board recommended that Student B receive a zero on the paper; that a new paper (of passing quality) be written for no credit; that she go to the Writing Center for each of her papers for the remainder of the semester; and that she be placed on academic probation for the remainder of this academic year (6-0).

REASON: The zero was recommended because the work was not Student B's own. The Board wanted a new paper written because the initial assignment was never actually completed and the purpose of the assignment not met. Visits to the Writing Center will help her to avoid such problems in the future, learn to document properly and get a headstart on her papers. Academic probation was recommended to deter any such behavior in the future and to make Student B aware of the severity of her actions.

ATTENDANCE: Dan Shedd '96 and Ted Novicki '97 stepped down.

## CASE SUMMARY #3

ACCUSED: Student A  
ACCUSER: Judiciary Board  
CHARGE: Non-compliance with a Judiciary Board sanction

DISCUSSION: Student A was assigned six work hours at dining services to be completed by Thanksgiving Break. Student A did not complete any of the work hours nor did she contact her supervisor at any time. She was sent a reminder letter and telephone message which, by her own admission, she received. Student A claimed that she simply forgot about the hours.

DECISION: Guilty 8-0

REASON: Student A admitted to not completing the hours; dining services' and the Judiciary Board's records confirm this fact.

RECOMMENDATION: The Board recommends that Student A complete the original six hours at dining services in addition to nine more (8-0).

REASON: Student A has an obligation to complete the original six hours. Further, the Board believes that her complete disrespect for the sanction and failure to act or heed the reminders merits a doubling of the six hours plus an additional three hour shift.

ATTENDANCE: All members were present.

## CASE SUMMARY #4

ACCUSED: Student A  
ACCUSER: Student Z  
CHARGE: Cheating

DISCUSSION: Student Z stated that she saw Student A cheat on an in-class exam. She alleges that when the person sitting directly next to Student A finished the exam and left the room Student A took out her

notebook and began to copy from it. Student Z immediately reported Student A to the Professor. Student A was invited to turn herself, however she maintained her innocence throughout the hearing.

DECISION: Guilty (7-0)

REASON: Student A received a 25% on her first and a D-/F on the exam in question. Moreover, she admitted to not having prepared for the exam adequately. Student A had every motive to cheat as she clearly did not know the material. Given the events as described by Student A and Student Z, she had a clear opportunity to cheat. Further, Student Z had nothing to gain by turning Student A in and did so with great emotional stress and reluctance.

RECOMMENDATION: The Board recommended that Student A receive a zero on the exam; that she be placed on academic probation until the end of the Fall semester 1994; that she lose her self-scheduled, self-proctored exam privileges for the 1993-94 academic year; and that she visit the Writing Center to discuss exam taking skills (7-0).

REASON: The Board believed that Student A should receive a zero on the exam because it did not reflect her work. Her exam privileges were suspended because she has demonstrated that she cannot be trusted with the responsibilities granted her under the Honor Code. Further, to remind her of the severity of her actions and to prevent any future violations, the Board recommended academic probation. Lastly, she was referred to the Writing Center because she seems to have a problem with taking tests.

ATTENDANCE: Lee Rawles '94 was absent.

## CASE SUMMARY #5

ACCUSED: Student A  
ACCUSER: Student Z  
CHARGE: Fraud

DISCUSSION: Student A does not have a Personal Identification Number (PIN) with which to make long distance phone calls. Student Z gave Student A, a friend of hers, her PIN with the understanding that Student A was to only use it once and to repay the cost of the call. Student A used the PIN on numerous occasions and did not repay the costs, even when Student Z requested payment. Later more calls appeared on Student Z's bill. Student A alleged that she was given the PIN with the understanding that she could use it more than once. Student Z has since changed her PIN.

DECISION: Guilty 8-0

REASON: Student A continued to use Student Z's PIN after she was told not to. Therefore, her use of the PIN was a fraudulent action.

RECOMMENDATION: The Board recommended that Student A pay the full amount for all phone calls she had made (8-0).

REASON: The Board believes that the matter involved a measure of misunderstanding which could not be wholly determined. Therefore, the Board believed that the matter would be sufficiently resolved once Student A paid the amount due to Student Z.

ATTENDANCE: All members were present.

## CASE SUMMARY #6

ACCUSED: Student A  
ACCUSER: Professor Z  
CHARGE: Plagiarism

DISCUSSION: Student A called Professor Z on the morning the paper was due to ask for an extension until later that day. The extension was granted on the basis that Student A had one more source to cite. The paper was not submitted until one and a half weeks later. At that time Professor Z refused to accept the paper because it did not deal with the assigned topic, but Professor Z agreed to read the paper anyway. She soon found that the entire paper was plagiarized verbatim from the text used for the class. Professor Z questioned Student A regarding the matter and she admitted her guilt. She did not, however, turn herself into the Judiciary Board as she was instructed to do.

DECISION: Guilty 6-0

REASON: After reviewing the paper and the text submitted by Professor Z, it was evident that the paper was grossly plagiarized. In addition, Student A admitted her guilt.

RECOMMENDATION: The Board recommended that Student A be placed on suspended academic suspension; that she receive a zero on the paper; that she not be allowed to receive above a "C" in the class; and finally, that she not be allowed to serve as an elected official at the college until the Fall 1995 semester (6-0).

REASON: The Board believed that Student A's act of plagiarism was an act which transcended that of the simple disrespect for the Honor Code, herself, and the professor. Her act was a gross and blatant act of plagiarism which she treated casually. For this reason the Board believed that she should not have the honor of serving her peers as an elected official nor should she be given the responsibility inherent in such a position. Further, suspended academic suspension was believed to be in order because of her extreme disrespect for the Honor Code. The Board recommended that she not receive above a "C" in the class in case the value of the paper itself was not enough to ensure that outcome.

## CASE SUMMARY #7

ACCUSED: Student A  
ACCUSER: Professor Z  
CHARGE: Plagiarism

DISCUSSION: Student A submitted the assigned paper on time. Student A alleged that she took extensive notes from the source in question to use in the writing of the paper. She did not carefully distinguish personal notes from those taken from the source. Student A alleges that she did not have time to cite the sources, and that she did not think it would cause a problem because she would cite them on a rewrite.

She admitted to taking ideas from the source in question and further, that the paper was not her own work. Further, she did not possess a full understanding of plagiarism.

DECISION: Guilty 8-0

REASON: Despite the alleged intentions of Student A, she did plagiarize. Her approach to the paper was casual and her use of sources irresponsible. Intending to cite paraphrasing and quotations in a rewrite is not sufficient.

RECOMMENDATION: The Board recommended that Student A receive a zero on the paper; that she not be given the opportunity to redo the paper for credit; that she be placed on academic probation for a year; and that she go to the Writing Center for each of her papers until the end of the academic year (6-2).

For:	Against:
Lee Rawles '94	Aimée Hamelin '95
Manning Weir '94	Sarah Hennigan '96
Kirsten Howard '95	
Dan Shedd '96	
Ted Novicki '97	
Becky Watt '97	

REASON: According to the syllabus for the class, students were not to use secondary sources so that critical thinking skills could be developed. Student A demonstrated no independent thinking about the assignment and therefore merited no credit. The Board recommended that Student A be placed on academic probation to prevent any similar action in the future and to help her understand the nature and severity of her offense. Visits to the Writing Center are intended to help Student A improve her understanding of plagiarism and proper citation methods. Aimée Hamelin wanted academic probation for a shorter period of time. Sarah Hennigan wanted work hours to be assigned in addition to the above recommendations.

\* All the above information was compiled by the Judiciary Board. The College Voice cannot verify the accuracy of the case summaries. Any questions regarding the above material should be directed to Sara Spoonheim, chair of the Judiciary Board.



## News

# Assembly tables proposal for J-Board advisory core

BY BEN RUBIN  
Associate News Editor

A Judiciary Board proposal was tabled by the Student Government Association after Assembly members decided that they did not prepare themselves well enough to represent their constituents with a vote.

"There might be a lot of people that have really good ideas about this. I think we should find out how the community feels and then vote on it," said Neil Maniar, president of the senior class.

Maniar made a motion to table the proposal until this Thursday's assembly and Lee Rawles, house senator of Park and member of the J-Board, agreed with Maniar's decision. The assembly tabled the proposal by a vote of 16-12.

Rawles said he suspected that many of the Assembly members had not adequately prepared for the debate. Because of the importance of the proposal, he said, it was even more important to be prepared to vote. "This proposal has implications that surpass any that the Assembly has faced this year and it is absolutely crucial that the entire community be informed before voting on the proposal," Rawles said.

The proposal was sponsored by the Ad-Hoc Honor Code Committee, created earlier

this year to investigate ways to improve the efficiency of the Judiciary Board and expand discussion of honor and ethics on campus.

If passed, it would establish a pilot program of five to seven Honor Code advisors for students who appear before the J-Board.

According to the proposal, any party which was to appear before the J-Board would be able to initiate a consultation with an advisor in order to attain information and advice about how to present themselves during the hearings.

Chris McDaniel said, chair of the Committee and house senator of JA, "This is another resource that you could draw upon not to try to get you off the hook, just as a confidential information source."

Presently, there is a J-Board coordinator who has the responsibility of advising the parties involved, but he also sits in during the hearings and participates during deliberations.

Sara Spoonheim, J-Board Chair, said, "Unfortunately, people [call the coordinator] very rarely. People are less likely to go and talk to a member of the [Judiciary] Board."

Rawles argued that the accused are not aware that the coordinator is available even though it is written in a pre-trial notification letter.

He also felt that the added number of people

who had knowledge of a case would further contribute to the possibility of a breach of confidentiality.

"[The accused] never knew that the coordinator was available to them. If it was made clear to them [in the pre-trial letter], perhaps they would understand it. I don't think the proposal is practical. What we're doing if we pass this proposal is putting an SGA stamp of approval on breach of confidentiality," Rawles said.

Spoonheim said, "Seven of the eight [J-Board representatives] were in support of this proposal. I've been on the board for two years and it amazes me how many times people are frightened to death or don't have a sense of what is going on."

McDaniel said that house senators had been aware of the proposal, and had had many opportunities to discuss the proposal with their constituencies.

According to McDaniel, the proposal was available for discussion during the SGA Tuesday night dinner, and drafts of the proposal were available even earlier.

Copies of the SGA agenda could also be obtained last week outside of the president of the SGA's door, so there was adequate opportunity to review the proposal according to Saveena Dhall, SGA president.

"There are so many people that came be-

fore the Board that could have been so much more prepared. I wish they had [a core of advisors] when I was on the Board," said Deirdre Hennessey, member of the *ad hoc* Honor Code Committee and house senator of North Cottage (the Culinary Home).

Megan Hughes, house senator of KB, introduced a formal amendment to the proposal which would have caused the pilot program to end at the last SGA Assembly of this school year.

Hughes said that she wanted to make sure that the program would be reviewed and that this review would be completed by the current SGA in the current school year. The last meeting of the SGA takes place before senior week of this year and would need to be brought to next year's SGA Assembly in order to be reviewed.

Spoonheim said that many cases come before the Board during senior week, the week before graduation.

Spoonheim said, "I might estimate that we will have 30 to 35 more cases ... most of our cases occur after that point [the last SGA Assembly] in time."

Hughes' amendment was voted down 3-22-3, and the proposal was tabled shortly thereafter. It will be back on the floor in the same form at this Thursday's Assembly meeting.

## OVCS Provides Stress Management Workshop for "Us" Generation

BY KIM CONNIF  
The College Voice

It is about that time of the semester when we all feel like taking a sledgehammer to our computers and belting out a primal scream. With wheels spinning and busywork coating our time like Pepto Bismol, life sometimes feels pretty unfulfilling.

If this is the case, then Wednesday, March 9 should find you in the 1941 Room at 7 p.m. for the Office of Volunteers for Community Service workshop on stress management. There are still fifteen spaces available.

Imagine the nightmarish climax of the week: that revelation that sets in about 7 p.m. on Wednesday nights that you have two weeks' worth of work to begin and complete in a marathon of the next 48 hours. Insert now, if you will, the soothing delights of a massage therapist, a juice bar and an illuminating talk by David Brailey. This seminar, created by Brian Ragsdale, mentor coordinator and trainer for OVCS, is open to the entire college community and is the third in a series of workshops offered this semester by the office. But why is a stress management session the brainchild of the OVCS?

The answer is embedded in the larger issue of volunteerism as an integral part of education here at Connecticut College. With a national leadership that is focused on community service, the "me" generation of the eighties is being shoved aside by a whole new "us" mentality in the nineties. "People realize a meaningful life is more than making money ... wasn't enough; that wasn't true success." The passage of a National Community Service Trust Act and the establishment of Americorps promotes the message, according to OVCS director Tracee Reiser, that the resources of higher education can be central to the community. Reiser cites a key component of Connecticut College's Mission Statement: "[T]o prepare men and women for a lifetime of contributions to a changing society." Rather than having an obligation to serve, Reiser emphasizes that "everyone has the right for participation in the community ... we don't even like to use the word 'serve.'"

Last semester, Ragsdale polled the OVCS student coordinators about what kind of workshops they thought would be beneficial to the

college and "time management" was one response frequently mentioned. Students who volunteer see their experience as one of their top priorities, says Ragsdale, and it provides a "sense of balance" and "wider community connectedness" to their lives. As a result, they do not want to give that experience up. "It's a lot more impactful than what they thought," he says.

About 200-250 of Conn's students volunteer each semester at over fifty organizations. The office itself is powered by students as well; thirty of them work in conjunction with Ragsdale, Reiser and Volunteer Coordinator Jennifer Lewis as coordinators and van drivers. It is a tradition at the college that evolved from quite modest circumstances eighty years ago, when Ragsdale says "the first students used to go help farmers milk their cows." Now students find themselves in a world of situations, from befriending a New London youth in the Mentor Program to working with AIDS patients.

"We're unique in that we're a small college in a small city, but with the same major challenges of other, bigger cities," says Reiser. She says the office works as equal partners with the community to identify its needs and see how those needs can be met by Conn students.

The need for aid in New London, a city of 28,000 residents, is definitely present, and the

college's interaction has had a significant impact. Feedback from teachers and parents reveal that children who have worked with Conn students have kindled a new interest in learning, improved academically and changed their behavior. The capacities of human services organizations to serve the people they are there for has also increased.

But the benefits reap on both ends. "Learn and Serve America," a short video created by the Office, outlines the dual focus of OVCS as "community development" and "student accomplishment." Ragsdale describes it in this fashion: "Two things happen: [Volunteerism] breaks down the stereotype the college has of the community, and the stereotype the community has of the college as well." We are often so immersed in learning the theoretical in the classroom, Ragsdale said, that we need the practical to measure against the theoretical, to "ground ourselves in reality" and color our textbooks.

During the video, president Claire Guadiani says that she believes students learn to "test their views in real life and practical settings."

Some professors, especially in the Child Development and Economics departments, have integrated their courses with service learning components for many years, Reiser said, and the idea is catching fire. And for numerous students, involvement in the community has planted a seed for life-long com-

mitments.

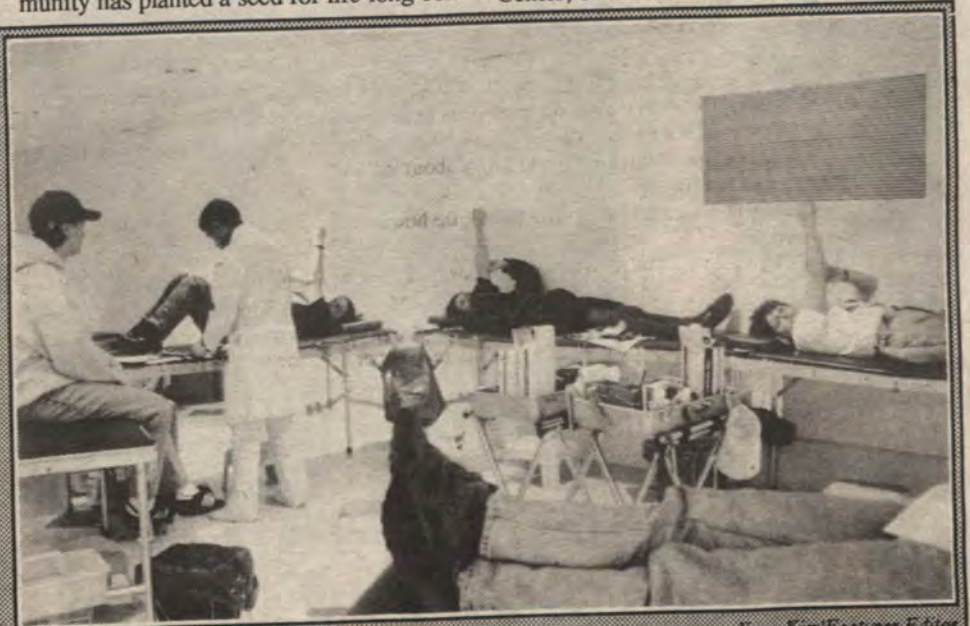
According to Ragsdale, many students in the Mentor Program have decided on careers based on their experience: working with government agencies that deal with child and welfare issues or becoming an attorney who works with underprivileged children, for example. Many graduate schools require experience in their candidates and Reiser said she has spoken with countless employers for whom service has been a determining factor in hiring.

But beyond leading toward a career and providing concrete experience in an area of interest, there is a human aspect to volunteering that cannot be measured. For a special needs student to have a person in her or his life who can be relied on; for an environmental organization to have a qualified student assist with research; for a women's center to have the resources to help another victim of sexual assault; this is what is meant by taking an active role in your own community. "Real people emerge, and we get away from constraining political correctness," adds Ragsdale. In the words of Reiser, "We're all interconnected, and for all of us to thrive, each member of the community must thrive."

For more information about volunteering in the New London community, see the OVCS office in the second floor of the College Center, or call Jennifer Lewis at x2455.

**Raise your hand if you're sure ...**

**Many Conn students took advantage of the opportunity to give blood in the College Center last Tuesday. Donors had to be evacuated during the fire, sometimes with blood still flowing from their veins.**



Yung Kim/Features Editor



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# Doonesbury

BY G.B. TRUDEAU

THIS WAS THE SCENE TODAY AS PROFESSOR JULES DEADMAN ARRIVED AT COURT TO TESTIFY IN A SUIT OVER A STUDENT'S LOW GRADE.

HEADING UP MR. DEADMAN'S DEFENSE AGAINST CHARGES OF GRADE DIPS IS ALEXANDER LAW SCHOOL PROFESSOR TAMARA WHITNEY.

MRS. WHITNEY, THERE'S TALK YOU'LL TRY TO PORTRAY YOUR CLIENT AS THE REAL VICTIM.

WELL, AS THE DIRECT DESCENDANT OF SLAVES, I FEEL I'M ENTITLED TO USE WHATEVER DEFENSE MOST EMPLOYERS USE!

WHOA! SO IT'S A FULL P.C. DEFENSE!

LET'S JUST SAY WE'RE READY.

MR. SLOCUM, COULD YOU PLEASE TELL THE JURY HOW THE LOW GRADE YOU RECEIVED HAS AFFECTED YOUR LIFE?

UH... SURE.

IT'S BEEN A TOTAL NIGHTMARE, MAN. EVERYWHERE I GO, PEOPLE POINT AND SNICKER. WOMEN TURN AWAY FROM ME. DOES NIP AT MY REEBS. THEY SEEM TO KNOW I NO LONGER HAVE A FUTURE.

AND YOUR PAST WASN'T EXACTLY A DAY IN THE PARK, EITHER, WAS IT, SON?

WELL, NO. NOW THAT YOU MENTION IT...

IN FACT, YOU WERE ABUSED, RIGHT? BY A PRIEST? SURE, WHY NOT? A PRIEST? SURE, WHY NOT?

LADIES AND GENTLEMEN OF THE JURY, MY NAME IS STANLEY STANFIELD, AND I'M COUNSEL FOR ALBERT SLOCUM, THE PLAINTIFF.

THE FACTS ARE THESE: ON OR ABOUT DECEMBER 21, 1993, PROFESSOR JULES DEADMAN GAVE MR. SLOCUM A GRADE OF B+ ON A TEST, THIS ENDING ANY CHANCE OF MR. SLOCUM'S EVER BEING ADMITTED TO LAW SCHOOL.

THE LOSS OF INCOME TO MR. SLOCUM OVER THE 40-YEAR LAW CAREER HE WOULD HAVE HAD IS AT LEAST \$15 MILLION! THINK OF IT! HOW WOULD YOU FEEL IF SOMEONE ROBBED YOU OF \$15 MILLION OVER ONE LOUSY MID-TERM GRADE!

GUilty! YEAH!

TOO SOON! TOO SOON! BUT HOLD ON TO THOSE FEELINGS!

ORDER!

MR. SLOCUM, DID THERE COME A TIME WHEN YOU REALIZED THE FULL SERIOUSNESS OF YOUR UNFAIR GRADE?

YES, THERE DID.

I WAS BEING INTERVIEWED FOR LAW SCHOOL WHEN THE GUY LOOKED AT MY TRANSCRIPT. HE GOT THIS BIG SMILE AND THEN COMPLETELY BROKE UP. IT WAS A ROYAL DIS!

AND AS YOU SAW YOUR DREAM OF A LEGAL EDUCATION GO DOWN THE DRAIN, YOU WERE DEVASTATED, RIGHT? TOTALLY SHATTERED?

I WAS PRETTY BUMMED, YEAH.

IT'S OKAY TO CRY, SON. REMEMBER?

OH, RIGHT. HOLD ON, I GOTTA FLASH ON MY DOG DYING.

...AND SO I ASK YOU TO CONSIDER, LADIES AND GENTLEMEN, WHO IS THE REAL VICTIM HERE? IS IT ALBERT SLOCUM, OR IS IT IN FACT PROFESSOR DEADMAN HIMSELF?

MR. SLOCUM MAY HAVE HAD TO ENDURE MOMENTARY EMBARRASSMENT, BUT LOOK AT THE PRICE MY CLIENT HAS HAD TO PAY.

SHUNNED BY HIS COLLEAGUES, REVILED BY HIS STUDENTS, ABANDONED BY HIS EMPLOYER, A PARIAH IN HIS OWN COMMUNITY...

...THE BUTT OF 1,000 SICK JOKES, RIDICULED, SPAT UPON...

I HATE THIS DEFENSE.

MR. SLOCUM, YOU'VE TESTIFIED UNDER OATH THAT YOUR "LOW" MATH GRADE HAS CAUSED WOMEN TO SHUN YOU, IS THAT RIGHT?

THAT'S RIGHT, MAN.

SURE! DURING "WET TONGA" WEEKEND AT MY FRAT HOUSE, THIS ONE BABE KEPT SHOOTING ME DOWN! I COULD NOT GET TRACTION, MAN!

AND YOU FEEL THIS WAS BECAUSE OF YOUR MATH GRADE?

I'M SURE OF IT.

AND NOT BECAUSE YOU'RE A JERK?

WELL, THAT'S WHAT SHE CLAIMED, BUT I DON'T BUY IT FOR A SECOND!

# calvin and Hobbes

by BILL WATERSON

CALVIN, I'M LATE FOR WORK!

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HOW MUCH IS THAT TIGER IN THE WINDOW? THE ONE WHO DOES NOTHING BUT SLEEP? WELL, SPREAD HIM OUT FLAT IN THE REC ROOM AND HAVE A NEW RUG IF HE'S CHEAP!

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YES, CALVIN?

WHY AREN'T YOU TEACHING US THE GENDERS OF NOUNS?

IS "DESK" MASCULINE? IS "CHAIR" FEMININE? FOREIGN KIDS KNOW, BUT WE DON'T! NO WONDER WE CAN'T COMPETE IN A GLOBAL MARKET! I DEMAND SEX EDUCATION!

I WONDER IF HER DOCTOR KNOWS SHE MIXES ALL THOSE MEDICATIONS.

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TRIFLE NOT WITH TIRED TIGERS

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WE'VE FINALLY DECIDED TO DO SOMETHING ABOUT THE VIOLENCE ON TV.

WE FOUND THE GUY RESPONSIBLE FOR SOME OF THAT VIOLENCE AND HAVE TIED HIM UP.

Blam Blam Blam Blam

HAPPY NOW?

NEXT WE HAVE TIED UP THE PERSON RESPONSIBLE FOR SEXUAL CONTENT.

YES! YES!

© 1994 THE BUFFALO NEWS

I BET I CAN KNOCK DAD'S HAT OFF WITH THIS SNOWBALL.

I BET YOU CANT.

OH YEAH? HOW MUCH?

A HUNDRED DOLLARS.

YOU'RE ON, FUZZBRAIN. GET OUT YOUR WALLET!

BOY, FIVE INCHES HIGHER WOULD'VE DONE IT. YOU ALWAYS GET ME IN TROUBLE.

YOU OWE ME \$2500 SO FAR.

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WHY SHOULD OTHER PEOPLE BENEFIT FROM MY HARD WORK?

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## Arts & Entertainment

Anton Bruckner symposium:

# Unearthed piece highlights Dana concert

BY TIM DEVIN  
The College Voice

As a part of the international symposium on Anton Bruckner, two special concerts featuring his music were held in Dana Hall on Monday and Tuesday nights. The second of these featured a previously unheard piece and a long forgotten adaptation of one of his symphonies in this two-part performance by the Connecticut College Chamber Choir and a chamber group of area musicians. The first section of the concert included a performance by the Chamber Choir, who sing several of Bruckner's lyrical pieces: "Entsagen," "Tantum ergo," "Du bist wie eine Blume," "Das edle Herz," and "Afferentur."

The first lyric piece, "Entsagen," is a solemn prayer to the Virgin Mary asking for protection for the speaker's bridegroom. In addition to the Choir, there was an accompaniment by three trombones, providing for an interesting play between horns and the richly emotional voices, adding to the expressiveness of the piece in a way that I had not expected.

"Entsagen" featured a solo performance by Roxane Althouse. Her rendition was incredible: she sung in a graceful, heartfelt voice that was immediately transfixing, her lilting voice clearly expressing the words and their meaning.

As a special part of the program, perhaps the most important part of the concert, the Choir performed an *a cappella* piece that has not been performed for the public since the

1860's when Bruckner first composed it. "Du bist wie eine Blume" ("You are like a Flower") had been lost until it was recently discovered among the pieces of a chorus in Linz, Austria. The short work, a haunting, emotionally charged piece, was one of the highlight performances of the Choir. It featured an effective play between the male and female voices and was deeply expressive in its composition.

After a brief intermission, Stephen Hinton, a Yale professor, gave an introductory speech explaining the origins of the next piece to be performed: Bruckner's "7th Symphony in E Major." The Symphony, which was to be performed by a chamber ensemble, was adapted for that style for an Austrian private music society in the 1920's. The adaptation adds a piano and a harmonium to replace the second strings and brasses. Hinton explained that naturally it would not have the full sound of an orchestra, but said that the adaptation retained much of the original sound, and asked us to understand that changes had been made.

The first movement of the Symphony seemed to live within an overall dark mood, lamenting, we are told by Bruckner scholars, the death of Wagner, who had an important influence on Bruckner. Beautiful themes give way to mournful, heavy melodies, providing for the unsettling sensation that Bruckner intended. The sorrow in this movement is very effective, filling the listener with regret and longing for what once was.

The second movement, the "Adagio," picks up on the

solemn themes of the first movement. It proceeds along the same lines, but gradually lifting and changing until it reaches a major key, rejoicing Wagner's arrival in heaven. The music turns triumphant, with repeated fanfares in the climax, returning in the end to the original mournful theme.

The "Scherzo" again continues on the mournful theme prevalent in the first two sections. As in the "Adagio," the theme is changed, but this time it becomes heavier, moodier, as the listener realizes that Wagner is forever gone from the world, with only his works remaining. The music slows to almost a funeral march's pace, filled with a sense of dread and great loss. The music then moves to a more gentle theme, as Wagner's soul is washed of sin, the melody becomes racing, reaching, powerful. The harshness that was apparent before returns, contrasting itself with the more pleasant themes, achieving a particularly effective resolve.

The Symphony was effectively played for this particular arrangement; it seemed a little weak at times, especially when single lines were played upon the piano, apparently replacing a chorus of violins. Also, it seemed, to my untrained ear, a bit dull at times, with not enough dynamic range that would apparently have been achieved by a full orchestra.

The goal of this concert was to play Bruckner for "people who don't like Bruckner." In essence, it accomplished that. It gave those with previously limited exposure to Bruckner a look at another side of him, his more classical, traditional roots.

Shootyz Groove hits the El'N'Gee:

# Young band opens in downtown New London

BY MICHELLE RONAYNE  
Associate A & E Editor

"It's a Buddahful day in the neighborhood" and a beautiful

future for a relatively new band called Shootyz Groove. This young band opened for Bad Brains recently at the El'N'Gee in downtown New London. They have an amazing style that combines rap, rock, and whatever else you can think of to create a unique sound.

The band includes rapping duo Season and Sense, guitarist Donny, bassist Spec and drummer Dose. They are a friendly bunch with relatively simple goals, and according to the drummer Dose, they perform because they "love to play music for people." This love is evident in their very loud and highly energetic live performance, which



Photo courtesy of Daniel Hastings

Shootyz Groove from left to right: Donny, Season, Sense, Dose, Spec

can be experienced by the general public with their five song EP *Respect*. The EP is a live recording, and though it does not grab you as much as an actual live performance, it is very good. Whatever their style might be, there is something intriguing about it.

"We are fun ... aggressive and heartfelt," said Dose in describing the band's style. "A band with a lot of heart," added Donny.

Donny and Dose have known each other since childhood, and the band itself has been together for a year and a half. They have been inspired by everyone from "Slayer to Tribe Called Quest; anything but country," said Dose.

Their name has an unusual origin. It seems that Shootyz is an actual person. Just who is Shootyz? "A friend of ours who drives a bread truck," said Dose. Their friend must be happy to have his name attached

to a band with such potential. Shootyz Groove has opened for a number of bigger names including The Mighty, Mighty Bosstones. In fact one of their most memorable experiences occurred when they were on tour with the Bosstones.

"We were playing at this place called the Horizontal Boogie Bar and it was sold out," recalls Dose, "There must have been 800 people and the Bosstones started playing. All of the sudden the crowd goes down ... the floor caved in. It almost hit a gas line and hit a water line. It was a mess."

Like most bands, they too have aspirations. They want to tour as much as possible and rock the world. "I also would really like a nice van to tour in ... a two-lounge bus; they can be really nice," said Dose.

Shootyz Groove are touring until March when they will return home. They have a couple of spot dates with the Bosstones in early March. They also have an album titled *JIVE- Jammin In Vicious Environments* due out in June.

If you get a chance to hear them live, take it. It would be well worth your while. Also listen to "Buddahful Day," a song with a funky beat. It is on their EP *Respect* and is a social commentary on the legalization of marijuana.

Shootyz Groove is well worth a listen because of their intriguing style which may be the wave of the future. Look for their album in June and you will be glad you did.

# Carter USM delivers food for your ears with new album

BY CARLI SCHULTZ  
A & E Editor

Carter the Unstoppable Sex Machine returns to the music scene with *Post Historic Monsters*, a new collection of angst, swearing and a bleak outlook on the world around us today.

Sound depressing? Maybe. But with Carter USM, all the horror and corruption turn into a political and personal forum that you want to experience. A duo from South London, Jim Bob and Fruitbat originally formed Carter USM at the close of the 80s as a defiant response to what they found to be a decade of monotonous music. Their intent was to create and maintain a haven for a post-punk revolution.

The music itself is a blend of several decades, with the thrashing guitars reminiscent of the rock n' roll of the fifties, added to a digital pre-recorded beat, thereby bringing the technology of the eighties into the fray. On top of this, of course, are the lyrics, which are amusing, yet somewhat alarming, paintings of the dark corners of today's society where the freaks huddle together.

"A Bachelor for Baden Powell" offers a look at the life of a young cub scout, and an older man whose interest in the boy

is unsettlingly intense. "Suicide Isn't Painless" discusses suicide in an unusual vein. Instead of glorifying or presenting it as something from which one can be lovingly rescued (go listen to some recent REM), for in the world of Carter USM, "Suicide isn't painless/it hurts like Hell/It's set aside for the famous/a little suicide sells."

"Lenny and Terence" pokes fun at rock star self-idolatry (I want to make a guess at who they are referring to ... but on the slight chance it IS NOT Lenny Kravitz and Terence Trent D'Arby, I will not say anything). Similarly, "Commecial Fucking Suicide Part 1" encourages the forgetting the idols and symbols of the modern era, so "Satisfy your heart's desire/Throw your Gameboys on the



Photo courtesy of Kevin Westenburg

Carter USM from left to right: Jim Bob, Fruitbat

fire/Bono ain't the new messiah/Michael Jackson is a liar."

On the lighter side, Carter USM is named after Fruitbat's surname and his apparently proven sexual prowess. Fruitbat was so named in school, a nickname which called attention to his large ears and shortsightedness. Carter USM toured the States in 1991 with EMF and received such a positive response that they returned to tour for themselves.

Pick up *Post Historic Monsters*—you cannot miss it (the white album with the large dinosaur on the cover).

If you have to learn of the twisted ills and political pitfalls of today's society, do so with Carter USM, and have a little music with your madness.



## Sports

### IM Update:

## Goldman's Squad, Widphilips remain undefeated in Floor Hockey action

*Pete Everett's last second heroics keeps French Lick ahead of the hoops pack*

After another week of Men's Floor Hockey action, both Goldman's Squad (8-0) and Widphilips (7-0) remain undefeated and unchallenged.

Goldman's Squad opened their week with an easy victory over Shave Your As\* 12-1. Brian Hill tallied five goals and an assist, while teammate Andrew Goldman added a hat trick and five assists. Yutaka Sano had the sole goal for the losers.

Goldman's made it 2-0 on the week as they sunk the Mighty Water Fowl 15-3. John Clark and Pete Marston each had five goals on the night, while teammate Goldman dished out nine assists. Dan Towvim tallied a hat trick for the Mighty Water Fowl.

In their only game of the week, Widphilips slipped by Bobbitt 8-7. Widphilips' Ray Flynn had six goals on the night, while teammate Sal Sigleski dished out four assists. Jeremy Barras led the way for Bobbitt with four goals and two assists and teammates Jon Rudnic, Jeff Barber and Joe Towle each netted a goal.

In other floor hockey action this week, Monistat-7 easily defeated Bobbitt 6-1. Mike Tauber had four goals on the night for Monistat-7,

while teammate Joel Kress dished out three assists. Barras had the sole goal for Bobbitt.

Monistat-7 managed to lose most of their scoring power by the end of the week, however, as the squad dropped its second contest to Triple-X 7-2. Tim Damon led the way for Triple-X with a hat trick and an assist, while teammates Ben Tyrell, John Milelo and Alex Katz each had a goal on the night. Pito Chickering and John Alegranti each had a goal for the losers.

The inconsistent Dawgs were big winners over the Mighty Water Fowl by a score of 10-0. Jon Hanes tallied for six goals and dished out three assists, while teammate Jesse Perkins added a hat trick and five assists to the Dawgs' winning effort.

In the week's only other game, Big Sticks easily defeated the Branford Bruins 10-2. Rich Curran was the leading scorer for Big Sticks with five goals and three assists, while teammate Luke Murphy added a goal and handed out five assists. Todd Maquire was responsible for both Bruins' goals.

In this week's A-league hoop action, French Lick manage to squeak by the Mark Lucey-less

Burroughs 70-68 to remain the league's only undefeated team at 7-0. Pete Everett's leaner in the lane with no time left was the deciding shot. Jeff Gass was the high scorer for the winners with 21 points, while teammates Geoff Goodman and Derek McNeil each scored in double figures with ten points and 12 points respectively.

The Burroughs' Mike Kelly was the games high scorer with 26 points, 15 of which came in the second half. Sean Hanlon and Jess Gableman each netted 14 points for the losers.

The Doormats improved their record to 6-1 this week as they easily defeated Don't Fake The Funk 65-51. Barnaby Hall scored 16 of his 22 points in the second half to lead his team to victory, while teammate Pete Maletis contributed 15 points. The Funk's Winston Miller was the games high scorer with 26 points.

The Blunts were forfeit winners over the Alumni in the week's only other game.

Next Week: Update on Women's hoop action.

\*This information was compiled by the intramural office.



## Sports Shorts ...

### Swimming:

The women's swimming team placed 18th at the Division III New England Championships this past weekend. The meet was won by Williams, the perennial champion. Freshman Tammy Brant was Conn's top finisher, placing 15th in the 100 meter backstroke in 1:03.94. Freshman Kristine Kunkel finished 19th in the 1650 free-style and set a school record with her time of 19:09.29 in the 1000 meters. Freshman Jen Carnes placed 19th in the 200 meter free-style. The 800 meter free-style relay team placed 11th and the 400 meter relay team finished 12th.

freshman Meagan Bise. Games against Boston University and UConn were cancelled this week, but the team hopes to reschedule the UConn game. The squad's record is now 4-6.

### Men's Squash:

The team was at Yale this weekend for the National Intercollegiate Squash Championships. The team, finished third in the "D" Division, placing them number 26 in the nation. The team downed the Air Force Academy 9-0 before falling to eventual division champions Army 5-4. Senior co-captains Ramsay Vehslage and Andrew Bogle, along with Chris Davis and Josh Charlton posted the Conn victories. The team rebounded by trouncing Fordham University by a score of 9-0.

### Women's Ice Hockey:

The women's ice hockey team fell to Amherst yesterday in Dayton Arena 6-3. Goals were scored by junior Jillian Langord (two) and

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### Campus Interviews

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## Sports

Schmoozing with Josh and the Donut:

## Schmoozing praises arsonist for sparing bar

BY JOSH LEVINE  
AND  
TEDDY HEINTZ  
The College Voice

After the Rescue 911 crew showed up at The College Center at Crozier Williams, Schmoozing was

quite disheartened. We enjoyed the five fire trucks and the potential for mass destruction at Conn. At the same time, the most important events-center in Cro, the campus bar, was thankfully spared from disaster. However, we were saddened that certain other buildings

on campus were not torched. Here is a list of campus structures that we wish would burn to the ground.

(1) Charles E. Shain Library: This building is included so that the Donut will not have to use their facilities for the second time all year. His first experience was quite traumatic.

(2) Admissions Office: Besides from being a general eyesore, the destruction of this architectural nightmare would prevent anymore non-drinking weasels from matriculating in this dump.

(3) The Plex: No explanation necessary.

(4) Lazarus: Ditto.

(5) The Campus Safety Hut: The loss of this 'caddyshack' might break the hearts of Doug Barnes and Mark Babcock. They could easily find new jobs at the Golden Gate Tavern.

Instead of describing what to destroy at Conn, Schmoozing would like to offer a creative suggestion

for the week. Perhaps the most misused facility on campus is Hillyer Hall. If you are not familiar with the location of this building, you do not deserve to be a student here. The first alternative would be a rugby clubhouse. Full locker rooms, a lounge for social events equipped with kegulators, and a banquet hall are within the realm of possibility. The other alternative might be the first permanent nightclub at Conn. We envision a sports theme with Conn memorabilia on the walls (perhaps Bob Barret's jockstrap) and an electric bull in the corner. Just throw a little sawdust on the floor and maybe the social life at this school might improve. Perhaps the most politically incorrect suggestion, given to us by Jon Finnimore (the publisher of this rag), would be the creation of a brothel. Providing legalized prostitution for both men and women, Madam Matt Hamre and his most prized worker Mike Weed, would give service for all. Part of the funds could go towards Friend Weiler's favorite charity, NAMBLA.

Here is a schmoozing compila-

tion of pathetic things that happened recently in sports: Tonya Harding breaking a lace and sobbing like the trash, punk cow that she is ... The Bullets signing Manute Bol and now having two players over 7'6" sitting on the bench ... The Sixers getting a washed-up loser in Jeff Malone for the most underrated shooting guard in the NBA, Jeff Hornacek ... USA hockey playing for seventh place and losing ... Michael Jordan in a baseball uniform? (You might as well throw Chad Marlow out there) ... Pool Hand Luke's IM floor hockey team winning with 4 players and no goalie ... Gary Bettman's attempt to include NHL players in the 1998 Olympics and disrupt the whole season ... John Calipari and John Chaney hugging after trying to kill each the week before; Temple losing by one point twice to UMASS on a shot by the same player.

## SPORTS MOVIE TRIVIA QUESTION

What was Hulk Hogan's name in Rocky III?

The winner gets the first appointment at the brothel in Hillyer Hall.

## CAMEL HOCKEY



## Barron qualifies for National Championships

BY SEAN HANLON  
Sports Editor

Dave Barron continued his assault on New England's best weight-throwers and Ed Faison nearly qualified for the NCAA indoor track meet in the 400 meters this past weekend at the All-Division New England Championships held at Boston University.

Barron, Conn's senior co-captain, hurled the 35 pound weight 59 feet, 6 3/4 inches, finishing second and breaking both the personal and school records he set last week at the Division III New England Championships.

It was the first time a Conn athlete has placed as high as second at

the indoor meet.

Head coach William Wuyke was thrilled with Barron's success. "There were a lot of guys from Division I and Division II schools like Boston College, UConn and UMass that Dave beat," Wuyke said.

Next, Barron competes in the NCAA meet at the University of Wisconsin, Osh Kosh March 11 and 12 and is preparing himself with a little rest and relaxation. "I'm taking a break for a while," Barron said. "I've been throwing every day for about a month now."

Ed Faison, a junior transfer from Dickinson, just missed qualifying for that same meet. He placed 12th in the 400 meters in a time of 50.9 seconds; the top eight qualify.

Wuyke said that a slow start was all that held him back, but the experience of competing in a meet like the championships outweighs where he placed. "I think Ed has improved so much," Wuyke said. "If he keeps on improving during outdoor, with the experience of this meet, he'll be a much better runner."

Wuyke is already looking forward to outdoor competition and he expects Faison to be a big part of the team's success. Faison heads Wuyke's 400 meter relay "Dream Team" that includes senior Gustavo Correa, who runs consistently under 50 seconds on an outdoor track, but has been nursing an injury this winter.

The squad will be going to Venezuela, Wuyke's home country, for spring break. "[The runners] think they will have a good time down there," the coach quipped. "But they will train very, very hard."



Rick Stratton/Associate Photo Editor

Senior captain Marnie Sher gets some air on this shot in the lane.

## Women's hoops vies for open spot in tournament

Continued from p.16

"The beginning of the second half was the best ball we've played all year," Gailor said. "I think we hit our first five or six shots." The only problem was defending Tufts, especially Strobel. The two teams traded baskets until the five minute mark when the Jumbos' press and 67 percent second half shooting, and the Camels' 25 turnovers enabled Tufts to pull away.

"It was really a run and gun game," Gailor said. "It's a credit to our team with the job they did responding to the tempo."

The loss may have crippled

Conn's post-season aspirations. Their future is dependent on how many ECAC-eligible teams opt to play in the NCAA tournament. Right now as many as five teams could go, which means Conn might be vying for an open spot.

Gailor knows her team did not want to have to back in to the tournament. "This one hurt for sure," she said. "But the bright spot you can see, especially when it could be your last game of the season, is the nucleus of Bern Macca, Jess Aguiar and Curran who are playing so well together and already looking ahead to the post-season and next year."

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## Sports

# Men's basketball wraps up season with 6-18 record

*Sampogna and Satran share record for three pointers on the season; future looks bright for young squad*

BY ED METZENDORF  
Associate Sports Editor

The men's basketball team wrapped up its final week of the season by downing Western New England and falling to Albertus Magnus and Tufts to finish the season with a record of 6-18.

Senior captain Tom Satran and sophomore transfer Tom Sampogna each finished the season with 48 three pointers, smashing Mike Pinella's 1991 school record of 42 threes.

The Camels shot 65 percent from the floor in the first half and Sampogna broke the record first by hitting his numbers 43 and 44 of the season as the squad tallied its second road victory of the year, 85-80 over Western New England.

Conn played a solid all around game against WNEC. The team led 43-34 at half-time behind its blistering shooting. The Camels continued to play well in the second half, again shooting extremely well from the field. In fact they finished the game shooting 29 for 46. Conn was led by Sampogna's 22 points, while Andre Wright continued his impressive sophomore campaign shooting a perfect eight for eight from the field for 20 points. Jason Betts chipped in with 15 points and five rebounds.

Conn concluded its home schedule with a Wednesday night tilt with Albertus Magnus. Earlier in the season Albertus Magnus defeated Conn 75-68 in the Liberty Bank Classic. This rematch and final home game be-

longed to senior captain Tom Satran. Before the game Satran was honored with a ceremony for both him and his family.

with a record-setting three point barrage. In a span of a couple minutes Tom Sampogna, Satran and Jason Betts all hit three point shots

the game and ended up winning 93-84. Despite The Camels' remarkable three-point outburst, they were unable to come up with the victory. The difference in the game was that while Albertus Magnus shot 31 for 40 from the free throw line, Conn only went to the charity stripe 12 times and converted only six.

Despite coming away with another loss, Satran ended his career with a remarkable performance. Satran, one of the hardest workers on the team for several years, finished the night with a team leading 22 points.

Even more impressive was that Satran was able to convert on six of eight three pointers. Tom Sampogna finished the game with 20 points.

On Friday night the Camels traveled to Tufts for their last game of the season. Conn took this one on the chin, 90-78, against an excellent Jumbos squad. Betts scored a season high 25 points and Wright complimented him with 20.

The Camels' 1993-1994 campaign ended at 6-18 but the record is hardly an accurate measure of how good the squad is. Satran was the only senior on an incredibly young and improving team.

Sophomores Betts, Matt Kelly and Wright both picked their games up a notch and Sampogna gave first year head coach Glen Miller a plausible outside shooter for another two years. As the team matures, look for some excitement in the Luce Field House the next few years.



Sean Fine/The College Voice

Glen Miller finishes up his first season as head coach of the men's basketball team.

The game began with both teams trading baskets, and about six minutes into the half the score was tied at 18 a piece. Albertus Magnus owned the next couple of minutes and stretched its lead to ten by the ten minute mark.

Suddenly, Conn began cutting the lead

to pull Conn back into the game. By half-time Conn led 45-42, and by the end of the game Conn had nailed a school single-game record 14 three-pointers.

The second half belonged to Albertus Magnus and Terrence Lott, who finished the game with 29 points. They seized control of

## Men's hockey team finishes season with 10-13-1 record

BY SEAN HANLON  
Sports Editor

The men's hockey team finished its season on an up note with a win and a tie in back-to-back games this past week. The Camels battled Amherst to a 3-3 tie on Friday night before downing North Adams State 4-2 on Saturday afternoon.

David Kessler's powerplay goal with just over a minute remaining sent Conn into overtime with Amherst and salvaged a three goal let-down that had put the Lord Jeffs on top. Kessler and Billy Wilcox each scored a first period goal to put the Blue and White up 2-0 before Amherst caught Conn in a lull and netted three goals in the second period.

Head hockey coach Doug Roberts said that the visitor's defensive style of play nearly did in the Camels. "We out-shot them by 20 shots," he said. "But that's how they play. They like to guard the barn door and then every once in a while break out on a 2-1 and pop one in. It kept us off balance."

The Camels found North Adams' style to their liking and parlayed solid netminding and a balanced offensive attack into a 4-2 win. Wilcox, who assisted on three goals, combined with Rusty Stone and Kessler for first period goals as Conn sprinted out of the gate and never looked back. Skip Miller added an insurance goal in the third period and Tom DiNanno turned aside 24 shots in net.

The Camels finished the year at 10-13-1 and, though the record is identical to last year's, Roberts feels the team made some progress. "We played more [ECAC] East-West games this year," he said. "So we had a tougher schedule with the same results."

"We've also done better than some of the newer teams in



Rick Stratton/Associate Photo Editor

Attila Kosa was a senior captain for this year's team.

the league," Roberts said, referring to the move that several NESCAC hockey teams made from the less competitive North-South league to their present league. "Playing with a lot of freshman, it's a roller-coaster ride. You get to the point when you lose a few games in a row and everyone's fighting the puck. But I think we pulled it together and caught fire in late January."

"Everyone was pretty loose. We really came together as a team and the freshmen were competing hard, especially at the end of the season."

As the freshmen mature and new recruits begin to commit to Conn, Roberts is more and more looking forward to next season. "Recruiting has been a positive sign," he said. "We're only losing three players [to graduation] and the quality in numbers of recruits has come up in the last three or four years."

## Women's basketball team anxiously awaits word from tournament selection committee

BY KATE WILSON  
The College Voice

The women's basketball team kept itself on the bubble in terms of making the ECAC tournament by splitting the week. The Camels beat visiting Elms College 71-52 and fell to Tufts 90-74.

Needing a win to persuade the ECAC voters to rank Conn (16-7) as one of the top eight teams in New England, the Camels throttled Elms on Wednesday. Conn posted four people in double figures and nine of eleven players scored. C.J. Stuart (16 points), Marnie Sher (14 points), Tara Sorenson (12 points) and Dana Curran (ten points) all contributed to the balanced attack. The Camels shot 59 percent in the second half and outrebounded Elms (12-12) 63-31 while holding their opponent to 16 percent shooting.

Stuart was the focus of attention when she broke the school's single-season scoring record. Her 16 points in the game, combined with her 21 against Tufts, left her with 498 on the season, breaking Liz Lynch's previous record of 469 points.

The squad tried to carry its momentum to Medford, Massachusetts on Friday night as the Camels traveled to Tufts for their last game of the season. The 11-12 Jumbos came ready to play, pressing and running their way to 90 points. Senior Ellie Strobel used her size and quickness to tally 49 points against the smaller Camels.

Tufts came out of the gate firing, quickly taking a 10-1 lead. But Conn rallied back and cut the deficit to four by the half. After the break, head coach Kathy Gailor's squad played five minutes of perfect offensive basketball.

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## Athlete of the Week

This week's Athlete of the Week award goes to senior C.J. STUART, co-captain of the Connecticut College women's basketball team. C.J. broke the school record for most points in a single season, finishing the regular season with 498 points, smashing the old team record of 469 points.